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ABSTRACT

This curriculum guide provides students with the opportunity to study human behavior, ways in which conflict originates, processes by which it escalates, and the alternative methods of dealing with it. The unit is not intended to be static or permanent in nature but an ongoing educational process that will help students become aware of human needs and how they can try to meet these needs with nonviolent alternatives. Each section may be used independently so that priority concepts can be stressed according to allocated time. In eight chapters, the guide presents activities for defining behavior; identifies basic human psychological needs; provides values clarification activities; defines the causes and effects of functional and dysfunctional behavior; analyzes the philosophy, proponents, and application of nonviolence; examines the attitudes and processes for making changes nonviolently; and provides an appendix of suggested audiovisual and printed materials for teacher and student. (Author/DE)

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SP 008 622

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SOCIAL STUDIES

CONFLICT RESOLUTION

0427

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

CONFLICT RESOLUTION

0427

By

Grace C. Abrams

Fran C. Schmidt

For the

Division of Elementary and
Secondary Education
Dade County Public Schools
Miami, Florida

1974

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BEHAVIORAL STUDIES: CONFLICT RESOLUTION

OVERVIEW: AN EXAMINATION OF HUMAN FEELINGS AND EMOTIONS IN SELF AND OTHERS.

OBJECTIVES:
1. TO EXAMINE THE BEHAVIOR OF OURSELF AND OTHERS
2. TO SELECT ALTERNATIVE BEHAVIORS OTHER THAN VIOLENCE WHEN CONFRONTED BY CONFLICT SITUATIONS
3. TO DEVELOP A VALUE SYSTEM, RESULTING IN PEACEFUL SOLUTIONS TO CONFLICT.

CONTENT: HUMAN NEEDS, ATTITUDES AND VALUES, FUNCTIONAL AND DYSFUNCTIONAL BEHAVIOR AND NON-VIOLENCE ARE STUDIED

SELECTION CONSIDERATIONS: STUDENT INTEREST

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INTRODUCTION

A growing group of educators have decided to respond to a challenge facing this nation. Many have come to realize that there is no longer an escape from the violence surrounding our daily lives and that something educationally sound must be attempted to help guide youngsters to take a path other than the one crime statistics indicate is becoming the case.

The increasing violence in schools and in the nation, has led many to believe that children can be helped to understand that there are many positive alternatives to violence already available or that can be created and be utilized to bring about effective changes if needed.

This curriculum unit will attempt to give students the opportunity to understand behavior of self and others, how conflict originates, processes by which it escalates and the alternative methods of dealing with it. In other words, students must be given the opportunity to understand the nature of violence, its use or acceptance by the culture and the alternatives to its use. The results of some of the research of behavioral scientists have been applied to the practical area of human behavior. It is important that such basic inform ation be available for use by teachers and by the student who is in the process of developing a code of conduct and values that will last throughout his/her life. Lack of such pertinent information can lead to self-confusion and negative human relationships.

This unit is not intended to be static or permanent in nature but merely an attempt to start an on-going educational process that will help children become aware of human needs and how they can try to meet these needs with non-violent alternatives.

Some teaching ideas and activities are included in this unit to assist in teaching these concepts. Additionally, there may be other creative ways of implementing the concepts. It is suggested the unit be used in a flexible manner, with relevancy as a guide. Each section may be used independently so that priority concepts can be stressed according to allocated time. If the student has been exposed to any of the concepts covered prior to the portion on dysfunctional aggressive behavior, a short reinforcement of behavioral concepts is recommended. An attempt has been made to develop an easy flow of ideas so that the teacher and student will be able to follow the unity of the course without too much difficulty.

COURSE GOAL

EXAMINATION OF HUMAN FEELINGS AND EMOTIONS IN SELF AND OTHERS: HOW THEY ARE DEALT WITH AND THE POSITIVE/NEGATIVE CONSEQUENCES OF HUMAN BEHAVIOR AND NON-VIOLENT ALTERNATIVES TO DYSFUNCTIONAL BEHAVIOR.

MAJOR CONCEPTS AND GENERALIZATIONS

1. An individual must know something about self in order to understand others.
2. All of us have negative and positive feelings; conflicts within ourselves and with others.
3. The way we handle our feelings leads to our behavior. Emotions are an accompaniment of all behavior.
4. Negative feelings toward self and others may have serious consequences such as hatred and prejudice.
5. Frustration may lead to functional or dysfunctional behavior.
6. Unmet needs may lead to functional or dysfunctional aggressive behavior.
7. The environment (total culture) conditions and shapes our behavior.
8. Behavioral choices are available in every conflict situation.
9. Aggressive feelings can be channeled into functional (useful) or worthwhile behavior (actions).
10. Aggressive feelings if not handled with reason and understanding can lead to violence.
11. Conflicts can be resolved using peaceful alternatives and techniques: mediation, compromise, third-party judgment, reconciliation, arbitration, etc.
12. Greater understanding of self and others can be the key to better human relations and interaction based on compassion and empathy.

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OBJECTIVES FOR NEW CURRICULUM (K-12) DEALING WITH AGGRESSIVE AND VIOLENT BEHAVIOR

1. The student will define behavior and misbehavior and examine the terms learned and (innate) behavior and their meanings to his/her behavior patterns.

2. Given problematic situations the student will examine the reasons for his/her behavior and the behavior of others. (Exploration of the idea that your feelings motivate your actions or behavior as well as pressure from peer group, school, home and community, etc. Exploration of the idea that unmet basic human needs lead to frustrations that affect behavior.)

3. The student will cite examples (or role play) situations where the behavior of some person would affect another person or object in a harmful manner. (Recognition of aggressive behavior that could lead to violence.)

4. The student will identify (observe) different types of aggressive behavior that people use to work out conflict situations.

5. The student will explain the difference between a surface and causal approach to conflict situations by examining some types of behavior involving himself and others.

6. The student will formulate a hypothesis as to why people use aggresssive behavior to work out conflict situations.

7. The student will examine the nature of violence, its role in our society presently, the treatment of violence by the media and public tolerance of violence as a means of solving conflict situations. (Values of the society.)

8. The student will list and evaluate the effects of violence in our society – human and material.

9. The student will examine the philosophy of non-violence, its role in human history, its effectiveness as an alternative method of solving conflict situations and how this philosophy stresses "reverence for life" and the dignity of the individual.

10. The student will discuss various non-violent alternatives for solving frustrating/conflict situations which may result in aggressive behavior and violence.

11. The student will examine the forces in the society (school, community, family and other cultural institutions which stress due process and non-violence in resolving conflict that might lead to violence.)

12. The student will re-assess personal feelings regarding the use of violence as a means of settling conflict situations.

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13. The student will develop ways and means:

(a) to apply the behavioral science knowledge of conflict, aggressive behavior and violence to find alternatives to constructively resolve frustrating situations that may lead to violence within the school (on individual or group basis).

(b) to examine solutions to conflict situations already in operation and if undesirable, suggest other ways and means to deal with the problem.

(c) to foster better inter-school communications among themselves, the faculty, and administrators in order to resolve grievances by the student body that could lead to aggressive and violent behavior if unheeded.

(d) to utilize community resources to help develop creative alternatives to the "hard line" approach frequently used to maintain peace in the school.

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OUTLINE OF UNIT

I. INTRODUCTION pp. 1 thru 3

A. Note to student
B. Behavior/Misbehavior
C. Vocabulary
D. Learned/Unlearned Behavior

II. IDENTIFICATION OF BASIC HUMAN NEEDS pp. 4 thru 27

A. Maslow's Hierarchy of Needs
1. Need + Self + Place = Behavior
(motivating forces + individual resources + the setting = behavior)

2. Causal/Surface Approach

B. Psychological Needs and Feeling
1. Fear/Prejudice
2. Love/Friendship
3. Self-worth/Self-esteem
(a) Personality
4. Self-Actualization
5. Alienation

III. ATTITUDES AND VALUES pp. 28 thru 35

A. Value conflict clarification analysis
B. Cooperation/Competition

IV. CONFLICT: FUNCTIONAL/DYSFUNCTIONAL pp. 36 thru 42

A. Definition
B. Causes
C. Effects

V. MANIFESTATIONS OF DYSFUNCTIONAL BEHAVIOR pp. 43 thru 65

A. Violence/Fighting, Vandalism, others
1. Conditioning/Social Forces
2. Causes and Effects

VI. NON-VIOLENCE pp. 66 thru 71

A. Philosophy
B. People/Organizations/Groups
C. Application

VII. MAKING CHANGES NON-VIOLENTLY pp. 72 thru 76

A. Attitudes
B. Processes
C. Evaluation

VIII. APPENDIX pp. 77 thru 92

Recommended Materials
Dade County Films
Films
Bibliography for Teachers
Bibliography for Students
Student Bibliography (Lower Reading Level)

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NOTE TO THE STUDENT

After you have read the following quote, you might be a bit puzzled:

> "Our youth now have luxury, they have bad manners, contempt for authority, disrespect for older people. Children nowadays are tyrants, they no longer rise when their elders enter the room, they contradict their parents, chatter before company, gobble their food and tyrannize their teachers."
>
> SOCRATES 469-399B.C.

Well, do you know that statement was made over 2300 years ago?

You might say to yourself:"...well then, why are people always "knocking" us young people?

The truth is that your generation is probably one of the most enlightened and concerned (most caring) of all generations. However, there seems to be the need for better understanding of yourself and others and the knowledge of the techniques and processes (ways and means) that can be used to help achieve changes in self and the "system" non-violently for betterment of all. Hopefully this unit will help us all examine our behavior and find some answers as to why we act the way we do and how we can all interact more positively as members of the human family.

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INTRODUCTION

NOTES TO TEACHER/RESOURCES

Perhaps you would like to have each child fill out an index card giving you basic personal information such as: birthday, hobbies, and interests, home responsibilities, physical problems or limitations, members of home unit. Stress the point that the student may leave unanswered questions if too personal.

Much of the information given can be very valuable in your relations with the student. (For example, birthdays can be noted and on their "day" mention could be made or noted on the board)

Also, you may want the students to construct a "Suggestion Box" for the class in which ideas, requests for conference, personal communications of any nature can be made to you.

Definitions: (a) BEHAVIOR is the way a person acts or reacts in a specific situation.
(b) MISBEHAVIOR is the inappropriate way a person acts or reacts in a specific situation.

"Teachers should strive to place more emphasis on the causes of misbehavior and how to prevent their recurrences rather than on punishment."

Treatment of misbehavior should fit the individual and the act, rather than be an overall prescription for everyone."

from: Educational Research Council of America

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STUDENT ACTIVITIES

1. Introduce yourself to the class and tell <u>three</u> facts about yourself.

   Questions to talk about after introductions are completed:

   a. How similar were the introductions in regard to information
   b. In what ways were the behaviors different in the introductions?

2. Divide the class into groups of four or five. Come up with a group definition of BEHAVIOR. Select a recorder to take notes.

   Each recorder should write the group's definitions on the board. Refine all the definitions into one agreed class definition. Compare the class' definition with the dictionary definition.

3. a. Complete the following chart by placing a check in the appropriate column:

Description of act	Behavior	Misbehavior	Both
Eating/drinking soda in class			
Borrowing without permission			
Yelling at Mom			
Cutting class			
Cursing at another student			
Chewing gum			
Teasing someone who doesn't want to be teased			
Whistling			
Combing hair in class			
Pushing in line			
Singing			
Laughing			

   b. QUESTIONS: (1) What was classified as misbehavior? Why?
   (2) How many were classified as both?
   (3) What is misbehavior?

NOTES TO TEACHER/RESOURCES

You may want to use this as a complete language arts lesson:

a. Alphabetical order of words
b. Dictionary skills
c. Word meanings
d. Creative writing

Recommended for teacher:

Aggression in Man and Animal, Roger N. Johnson. Saunders Co. (paperback)
This book "synthesizes theory and research about aggressive behavior" in a highly readable manner.

Teaching Human Beings (101 Subversive Activities for the Classroom). Jeffrey Schrank. Beacon Press $3.45.

Human Teaching for Human Learning an Introduction to Confluent Education, George I. Brown. Viking Press $2.45.

Dealing with Aggressive Behavior
Student book: $.85
Teacher: $2.55
Educational Research Council of America
Rockefeller Bldg., Cleveland, Ohio 44113

Elicit from students ideas on how they learn their behavior:

a. copying or modeling
b. experimentation
c. sanctions (rewards or punishments)
d. conditioning

STUDENT ACTIVITIES

4. You will be using the following words throughout this unit. If you are not sure of the meanings, look them up in a dictionary and write the meanings in your notebook.

As you come across the terms in your studies, re-read your meanings, see if they apply to the lesson at hand, change or modify the meaning if necessary.

conditioning	compassion	empathy
attitude	behavior	misbehavior
needs	values	frustration
learned behavior	unlearned behavior	self worth
ego	self fulfillment	third party judgment
surface approach	causal approach	personality
trait	authority	anger
Behavioral Scientist	sociologist	psychologist
behavior equation (behavior = Need + Self + Place)		
sanctions (rewards and punishments)		alternatives
corporal punishment	vandalism	violence
investigate	infer	analyze
observe	reflect	introspect
hypothesis	research	consensus
processes	resources	protest
consequences	deeds	conflict
displacement of anger	self esteem	confrontation
"face saving"	non-violence	self evaluation
immediate effect	long term effect	short comings
mediation	compromise	reconciliation
arbitration	conciliation	bargaining
administrative decision	adjudication	
"reverence for life"	civil disobedience	

5. Brainstorm in groups:

a. From whom and from what sources did you learn your behavior (the way you act and react in certain situations)?
b. Which source(s) do you think had the most influence in helping to shape your behavior?
c. How did these sources influence you and your behavior?

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NOTES TO TEACHER/RESOURCES

Learned behavior is acquired as opposed to innate, existing in, belonging to from birth.

This portion or the unit can be inter-disciplinary in nature - further scientific research into innate and learned behavior.

Teacher resources:

Developing a Program for Education in Human Behavior
Ralph H. Ojemann. Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113. $1.50

Understanding Human Behavior
Teacher's guide - $3.25
Student's booklet - $1.25
Educational Research Council

Student resources:

Getting to Know Me. Filmstrip/record $54.00 (provides the adolescent with an insight into self and become aware of various developmental aspects to help him/her learn to cope with day to day living.) Eyegate House. 146-01 Archer Ave., Jamaica, N.Y.

Understanding Yourself. Filmstrip/record.
Understanding Yourself and Others. Filmstrip/record
Universal Education and Visual Arts, 221 Park Ave. S. New York City

Reproduce work sheet showing facial expressions.

STUDENT ACTIVITIES

6. Discuss:
   At what age did you begin to watch T.V.? What characters or personalities do you recall that you admired the most? Do you think that you ever copied (imitated or modeled) some of their behavior? Give examples.

7. a. Complete the following chart by placing a check in the appropriate column:

Behavior	Learned	Unlearned
breathing		
reading		
smiling		
writing		
sucking		
throwing		
pitching a ball		
fearing heights		
fighting		
playing a musical instrument		

   b. Tally the class responses. Put results on board.
   c. Discuss the differences of opinions.
   d. How can the class obtain scientific facts about the above regarding learned and unlearned (innate) behavior? (suggestions: school nurse, doctor, or high school student with good science background.)

8. a. View the filmstrips: Understanding Yourself and Understanding Yourself and Others.
   b. Follow up discussion.

9. Draw facial expressions to fit situation shown on worksheet that your teacher has given you.

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IDENTIFICATION OF

BASIC HUMAN NEEDS

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NOTES TO TEACHER/RESOURCES

Dr. Abraham Maslow has developed a hierarchy of needs for all human beings:

1. Physical needs (food, water, air, shelter, activity, exploration, rest)
2. Safety (need to be safe from harm)
3. Love (need to be loved and feel you belong)
4. Self-worth (need to feel important and a person of worth)
5. Self-fulfillment (Need to become all you can become (potential)
   Self-actualization.

DEFINITIONS:

*Need - Not having something you have to have

Resources - Everything a person brings to bear on a situation, such as skills, abilities and problem-solving methods, values. Resources include people, references and material things.

Perception - Is the way you see and interpret elements of the environment based on your experience.

* (Please expand definition of Needs as compared to a child's limited interpretation, which tends to limit "needs" to physical necessities.)

Introduce BEHAVIOR EQUATION to students.
NEEDS - Motivating Forces
RESOURCES - Self
PLACE - Immediate physical setting
NEEDS + Self + Place = Behavior
(The plus sign means "interaction with")
This equation was developed by the Educational Research Council of America.

RESOURCE: Sources of Identity, Units I & II, Harcourt, Brace, Jovanovich

STUDENT ACTIVITIES

1. Class discussion: What does it mean to be human?
   What are the basic needs of all human beings?

2. Make a class bulletin board showing these needs.

3. Using Maslow's chart, organize the class's responses under the correct categories. Use blackboard.

4. Investigate the needs and behavior of a baby or very small child.
   a. questions: (1) How do the needs of a baby differ from your needs?
      (2) How will your needs change as you grow older?
      (3) How do needs affect behavior?
   b. Develop your own booklet showing:
      (1) Specific needs at specific times
      (2) How you reacted to (feelings about) these needs
      (3) What happened if the needs weren't satisfied?
   c. Share your needs and how they were met with others in your class.

5. In order to prove that we all see things a bit differently, do the following experiment in class:
   a. pass a picture from a magazine showing a group of people in some sort of interaction
   b. start a story in your group and whisper it along until the last person in the group has heard the story.
   Explain the differences seen and heard. What accounts for these differences?

6. Your teacher will introduce the BEHAVIOR EQUATION to you. Please go over the parts of the equation until you understand it enough to do the next activity.

NOTES TO TEACHER/RESOURCES

Stress the concepts:

a. people react differently to the same stressful situations
b. some have developed a high toleration: they can withstand higher levels of anguish, pain or failure than others
c. some have developed greater intellectual and emotional competencies so that they can solve problems more successfully than others
d. some have fewer frustrations and conflicts because of richer resources and helpful friends
e. some have greater understanding of human behavior and do not suffer needlessly over shortcomings that are common to all.

From: Living Phychology, MacMillan, 1970

Recommended for Teacher: Teaching Youth About Conflict and War, National Council of Social Studies, 1201 - 16th St., N.W., Washington, D.C. 20036

Read the story Teaching Youth About Conflict and War (chapter 3) or in Scientific American, Nov. 1956 entitled: Robbers Cave Experiment in which the nature of conflict is illustrated by a well-known experiment performed some years ago. The story stresses the concept that COMMON NEEDS HELP BRING PEOPLE TOGETHER.

STUDENT ACTIVITIES

7. Relate the following situations to the BEHAVIOR EQUATION.

   NEED (motivating force) + SELF (Resources) + PLACE (Setting) = BEHAVIOR

   a. Father gives a present to older brother and not you.
   b. You are waiting patiently in line in the cafeteria for lunch and you are almost there, then two people butt in front of you.
   c. You just gave the "wrong" answer to a math problem and your classmates laugh at you.
   d. A classmate has just called your mother a name.
   e. You have just been falsely accused of stealing something.

8. Apply the following concepts to the situation given below (or make up your own:

   a. If your needs are not met (physical, safety, love, self worth and self fulfillment) your behavior will be affected.
   b. The feelings that you have for self and others affect your behavior.
   c. Not all people react to situations in the same manner, because of the resources they have at their command.

   SITUATION: John pushes Ray. Curse words follow. Ray is ready to push John back, but teacher appears on the scene Ray says, "I'll see you after school."

   If you were John what would you do? If you were Ray, what would you do? How would your needs, the feeling you have about yourself and your resources, affect your behavior?

   Which of the following alternatives would you consider?

   (a) stay after school to help teacher
   (b) try to talk things out
   (c) report to the principal
   (d) ask the teacher to resolve the conflict
   (e) have the fight alone
   (f) get others to help fight

9. Can you think of some common needs of a group of people that would help them pool their resources and bring them together for a specific purpose, even though they all had their differences?

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NOTES TO TEACHER/RESOURCES

Help the student to try to analyze why there could be a contradiction (at times) in behavior patterns depending upon the physical setting.

Physical settings include the basic unit: the family and the conditions in the home. Since every family faces stress and problems and there may be many unmet needs of the members, the child may bring his/her frustrations to school which could result in dysfunctional behavior.

Poverty and other social/economic factors can be the basis of much family discord or unhappiness which can be reflected in the behavior of the school child.

Student resources:

Literature Series: Family is a Way of Feeling, MacMillan Co.

Filmstrip/record series:

a. People in Poverty, Migrant Farm Workers Southern Appalachia, Singer/VE, 1345 Diversey Parkway, Chicago, Ill. 60614 $12.50
b. The Family (problems of adoption, death, divorce, etc.) $54.00 Holt, Rinehart, and Winston, Inc., 383 Madison Ave., N.Y.C. 10017
c. The American Poor: A Self Portrait, 2 films, 2 records. $35.00. from: Guidance Assoc., Pleasantville, N.Y.

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STUDENT ACTIVITIES

10. a. Analyze your behavior in different physical settings. (Sometimes you do things in one place you wouldn't do in another.)

BEHAVIOR	HOME Yes/No	SCHOOL Yes/No	RELIGIOUS INSTITUTIONS Yes/No
Say a prayer			
Throw litter			
Write on table or desk			
Put feet on chair			
Put gum under chair			
Tear books			
Write on walls (graffiti)			
Answer back authority figure			
Use swear words			
Throw food around			
Leave tray (plate) on table			
Leave belongings on floor			
Read in bed			
Whistle a song			

b. Generalize as to why your behavior might be different in different places.

11. How would the following situations affect behavior:

a. You want your mother's attention because you have a message for her. You want to go out to play but she is busy on the phone. What would you do to get her attention?
b. You are taking a bath and forgot to take a towel. Your parents are entertaining in another room. You would have to pass the guests to get the towel. What would you do?
c. Make up your own situations based on personal experience. Share with class.

12. From a select list of problems facing most families, describe the ways these problems may affect human relationships:

Unemployment
Death of Loved One
Divorce/Separation
Relocation (jobs or migrant workers)
Senile or mentally ill family members
Poverty
Alcoholism
Drugs
Handicapped: Physical/other
Illness (severe)
New Baby
Lack of Privacy

NOTES TO TEACHER/RESOURCES

This technique can be used with conflict situations that take place in the classroom, around the school and at play.

Family Problems of Young Teens (film./record $32.50), Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill. 60614

a. The Tuned Out Generation
b. I Never Looked at it that Way Before
c. The Alienated Generation

filmstrip/record series, Guidance Associates, Pleasantville, N.Y. 10570

Coping (paperback - $1.00), English Series, Gateway MacMillan Co.

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STUDENT ACTIVITIES

13. Investigate the role of community or private agencies in regard to their services for helping families. Invite their speakers to discuss services.

14. Discuss the role of the school counselors and their ability to be of help and/or the role of a favorite teacher.

15. Class project:

a. Write a conflict situation in a family on a 3X5 or 4X6 card. (It must be a believable situation and unresolved.) Do not sign the card.
b. Place the cards in a large cardboard box named Family Problems (or whatever name class decides).
c. Each day one card is picked by one student and the situation is read to the class. Same student picks classmates to role-play the situation and they supply the ending.
d. The entire class discusses the solution of the conflict and offers other solutions.

Process is repeated every day until all cards are used.

16. a. Class discussion: How many frustrations or conflicts are the result of happenings in another physical setting but are brought to school and sometimes result in displaced anger or aggression?
b. Can you name some examples as they relate to your own experiences?

17. Analyze the following situation for "displaced anger."
Jack had planned to play ball after school with his team. Since he hadn't cleaned his room for a week, his mother ordered him to get home directly after school. He angrily left home without breakfast, made a noisy entrance into his home room, answered back the teacher, pushed a student around and ended up with a detention.

Questions:
a. Who was Jack really angry at?
b. How could he have directed his anger more constructively?

NOTES TO TEACHER/RESOURCES

The object of these activities is to help students become more flexible in their understanding of behavior so they can seek out cause and effect and develop a more compassionate and empathetic approach to human problems.

Too often only the symptoms of behavior are dealt with. The surface approach is concerned with what happened, when it happened and what actions or reactions were produced. This approach provides little understanding of behavior. It omits the underlying causes of behavior. It does not help clarify cause and effect.

The causal approach questions why a behavior may come about. It recognizes the importance of each person and considers the effects of a behavior on self and others. The causal approach looks beyond the surface actions. Alternatives are questioned and the possible effects of each alternative are explored.

from: The Educational Research Council of America and State of Ohio Dept. of Education.

Concept to stress:

To empathize is to see a problem from another's viewpoint.
Empathy can be developed and practiced.

Causal approaches can be used as teaching techniques in language arts, science, math and history also. These techniques help students explore for causes, effects and reliability of information.

For the Teacher:

The Causal Approach to Human Behavior Through Literature (Gr. 9) $.90, Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113

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STUDENT ACTIVITIES

18. a. Using the equation: NEED + SELF + PLACE = BEHAVIOR role play the possible behavior outcomes in the following situation:
In a conversation with friends you want to be heard. No one gives you a chance to speak. You get impatient and...

Need	Self	Place	Behavior (possible)
To be heard	what you know and how you can cope	can it be done there?	leave or shout or hit or keep waiting or...

b. Develop your own situations using the behavior equation.
Question: What are some of the resultant behaviors when needs are unmet? (examples: withdrawal, forget the problem, blame it on someone else, kick or break or slam an object, or physically hurt someone, try harder to meet the need, etc.)

19. a. Analyze the following situation in two ways:
(1) Surface approach (2) Causal approach
John steals May's lunch. He is caught and punished.
(In this case the reasons for the theft were not important, Surface approach.)
In the Causal approach, further information would come to light: John's mother went to the hospital last night. This morning his father was still with his mother. There was nothing in the refrigerator for lunch. He was upset about his mother and he was hungry. He took May's lunch and was caught.

b. Question: Why is it important to know why people act the way they do?

c. Questions of Values:
(1) Is stealing ever justified?
(2) How does stealing affect the thief and the victim?
(3) What alternatives could John have taken instead of stealing?

NOTES TO TEACHER/RESOURCES

In his hierarchy of basic needs, Dr. Abraham Maslow places the need to feel safe and secure in second place of importance. Unless the security need is satisfied to a degree, an individual cannot move to the higher needs of love, self esteem and self actualization.

22006

STUDENT ACTIVITIES

20. Role play, write or draw some of the things you are afraid of.

21. What feelings do you have when you think of these words: (teacher will read the word and you will write your feelings.)

toothache	failing grades	blood
the dark	fire	bully
death	accident	test
snakes	bugs	
(others)		

22. a. Compare the fears you have now to those you had as a child. How have they changed?

    b. Give examples of how fear affects your behavior. Illustrate your examples.

    c. Do some of the programs you watch on T.V. or some of the movies you see make you afraid? What types of scenes make you afraid? What types of scenes help you overcome fears and why?

    d. Organize into small groups and suggest some techniques that can be used to handle some of the fears discussed by the group.

    e. Apply the techniques suggested to some real situations.

    f. Class discussion: Are having some fears important to human survival? Why or why not? Be specific.

NOTES TO TEACHER/RESOURCES

Refer to Dade County Quin #6416.23 Prejudice in America for relevant materials and ideas.

Text: Prejudice and Discrimination, Fred R. Holmes, Prentice Hall

CONCEPTS:

1. People are not born prejudiced. It is learned behavior.
2. The causes of prejudice are many and often complex in nature.
3. Prejudice is not innate, but acquired through social experiences.
4. Prejudiced feelings (attitudes) tend to affect the way one perceives a situation.
5. Prejudice lends itself to self-delusion.
6. Prejudice and discrimination are moral as well as social problems.
7. Scapegoating is a technique used by those who hate to transfer blame on another.
8. Discrimination has many negative effects: racism being perhaps its most virulent.
9. Prejudice brings about fear, suspicion, revulsion, hatred. This leads to discrimination, social upheaval and denial of human rights and dignity.
10. The cost of prejudice is high - not only in terms of dollars but in terms of social stability.
11. Prejudice can lead to war and genocide.
12. The influence of the mass media in shaping opinions has great impact on the minds of people.
13. The individual, social institutions, etc. can help eradicate the malevolent attitude we call prejudice.
14. An educated, concerned human being will work actively towards elimination of prejudice and discrimination.

Help student understand the term: PREJUDICE - an attitude, usually emotional, acquired in advance of sufficient evidence and relevant experiences. It is unreasoned and sometimes unreasonable and can be self-destructive to others.

002

STUDENT ACTIVITIES

23. Group "rap" sessions. Discuss and develop a list of reasons why and how some people become prejudiced.

    Analyze the list:
    a. in how many instances was prejudice against a group, the result of a negative experience with one individual?
    b. in how many instances was prejudice against a group, the result of ignorance (not knowing) about the group?
    c. was prejudice based on fear?
    d. was prejudice based on family attitudes?
    e. was prejudice based on differences in race, religion, or ethnic background?
    f. was prejudice based on feelings of superiority? (I am better than "them"?)
    g. was prejudice the result of stereotypes from comics, books, movies, and television?
    h. was prejudice the result of man-made laws?

24. a. Develop understanding for the following vocabulary:

bigot	stereotype	scapegoat	inferior
superior	ethnocentric	racism	discrimination

    b. Give situations that explain the above words.
    c. Role play or draw your illustrations.

25. Investigate the effects of prejudice:
    a. in school b. in the home c. in community
    d. in nation e. in the world

    What effect has prejudice on minority groups and women?

26. Read a book dealing with prejudice and share with class.

27. Investigate organizations and individuals that are working towards better human relations and brotherhood.

28. a. Develop personal codes of behavior that will lead to better understanding between you and others.
    b. Share your code with classmates. Evaluate your behavior from time to time.

NOTES TO TEACHER/RESOURCES	STUDENT ACTIVITIES
Who's Prejudiced? A scriptographic booklet for students. Channing L. Bete Co., Greenfield, Mass. Multi-media: The Color of Man, state adopted - Exploring Human Differences, Random House. $104.00 (low reading level) 201 E. 50th St., NYC 20022 Contact Unit: Prejudice: The Invisible Wall. Scholastic Grades 9-12. $60.00. Warren Schloat Productions, Pleasantville, N.Y. 10570 Filmstrips/records/guide: Exploring the Myths of Prejudice. Set of 2 - $40.00. What is Prejudice? Set of 2 - $40.00 Seeds of Hate: an Examination of Prejudice. Set of 2 The Black and White Statue Sunburst Communications, Pound Ridge, N.Y. 10576 Filmstrip/record/guide. Understanding Prejudice. Set of 2 - $40.00. Zenith Books About Minority Groups Doubleday & Co., School and Library Division, Garden City, N.Y. 11530. Reading Ladders for Human Relations, Virginia M. Reid, ed. American Council on Education, 1972. (Outstanding bibliography advances the cause of better human understanding. Organized around human values and the resolution of human situations. An aid in helping young people gain experience from good reading.) $3.95 paperback. Golden Legacy (series of comics on black history) Fitzgerald Publishing Co., 527 Madison Ave., N.Y.C. 10022 Dignity. (game - $4.95) Friendship Press, 475 Riverside Drive, NYC 10025	29. Discuss the advantages and disadvantages of a: a. Pluristic Society b. Melting-Pot Society

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NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

The Case of the Door Openers vs. the Fence Builders.
(study packet includes student booklet, teacher guide)

Anti-Defamation League
Seybold Building, Miami, Florida
(send for catalog of materials and films)

Can We Immunize Against Prejudice?

The Distorted Eye (Slide presentation)
Confrontation - film. $35.00

J. Weston Walch, Publisher. Portland, Maine 04104
(Units on Minority and Ethnic Group Contributions)

Social Studies School Services, Dept. S., 10000 Culver Blvd., Culver City, California 90230.

1. The New Ethnic Awareness: What's Good, What's Bad? set of 31 student booklets, teacher's guide. $6.95.
2. Poster: We Must Live Together as Brothers or Perish as Fools. Martin Luther King 17" X 23" multi-colored on linen cloth. $1.95.

Free Materials on Prejudice, Racism and Minorities from:
Foundation for Change, 1841 Broadway, New York, N.Y. 10023.

NOTES TO TEACHER/RESOURCES

If you wish to learn more about the inter-relationships between your students devise a sociogram. Helpful information on Sociograms from: Sensorsheet, Box 1559, Boulder, Colo. 80302. Winter, 1973 issue.

00026

STUDENT ACTIVITIES

30. a. Write/draw your feelings about love. LOVE IS .....
    b. Make a bulletin board called: LOVE IS .....
    c. Analyze the cartoons in the Miami Herald entitled: LOVE IS .....
    In your opinion, what's wrong and what's right with the cartoon's messages?

31. Tell, role-play, draw or write about the ways in which you show love to:
    a. parents
    b. grandparents
    c. sisters/brothers
    d. friends
    e. teachers
    f. pets
    g. the environment

32. Form committees to plan a class project around the idea of showing love and affection for the above.

33. Open-ended sentences for student completion:
    a. A friend is .....
    b. To be a friend means .....
    c. I like to do things with my friend because .....
    d. Sometimes I argue with my friend because .....
    e. Ways I make up with my friend .....

34. a. On a sheet of paper write the names of your three best friends. Did you pick them as friends for any of the following:
    (1) physical appearance (the way they look)
    (2) sports ability
    (3) common interests
    (4) parents are friends
    (5) you are neighbors or live in the same area
    (6) same race or religion
    (7) same ethnic group (nationality)
    (8) other
    Now, give two main reasons you selected as the basis for picking your friends.

    b. Self-evaluation question: Have you selected people of different racial, religious, or national background as friends? Why or why not?

NOTES TO TEACHER/RESOURCES

CONCEPT: Unmet needs such as lack of friends and lack of good feelings about self can lead to negative feelings that can lead to possible misbehavior.

For Teacher:

Help for the Handicapped Child, by Florence Weiner, from Discus Books, published by Avon.

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STUDENT ACTIVITIES

c. Making Friends. (An experiment)
In silence, walk around the room and look into the faces of everyone you meet. Without talking, say "hello" with your eyes, or a touch, a nod, or any other non-verbal way. Pick a person you know only slightly, or someone you do not know at all and interview him or her.

Ask these questions:
(1) Under what sign were you born?
(2) What are your hobbies?
(3) What do you like most about life?
(4) Who is the person who most influenced your life?
(5) Who do you go to when you have a problem?
(6) What is your favorite book or T.V. program?
(7) What things or type of behavior "bugs" you the most?

Reverse the interviewing procedure.

35. What are some of the techniques or actions you can take to demonstrate your feelings of friendship to the following:

a. a new student
b. student who can't speak English
c. someone who is handicapped
d. student of another race, religion, or nationality.
e. a senior citizen

36. Role play some of the techniques and actions listed by the class. After you assume one role, reverse the roles so that you are the other person.

NOTES TO TEACHER/RESOURCES

Your Personality - The You Others Know. (set of 2 filmstrips/record/guide. $35.00) Guidance Associates, Pleasantville, N.Y.

Personality Development Series - set of 6 filmstrips/records/guide. $37.50

Personality Problem Series - set of 6 filmstrips/records/guide. $37.50

From: Popular Science A.V. Series, 5235 Ravenswood Ave., Chicago, Ill. 60640

82000

STUDENT ACTIVITIES

37. a. General class discussion: WHAT IS MEANT BY THE EXPRESSION: "SO AND SO HAS A GREAT PERSONALITY?"
    b. Class recorder will lis t on the board the adjectives that describe a "great personality."
    c. How many of the words used could be classified as "SLANGUAGE" such as "cool", "far out", "A - O.K.?"

38. a. General class discussion: WHAT IS MEANT BY THE EXPRESSION: "SO AND SO HAS A MISERABLE PERSONALITY?"
    b. Class recorder will list on the board the adjectives or slanguage that describes a "miserable personality."
    c. Pick from the lists on the board the personality traits that you think describe you.

39. Take the following SELF EVALUATION QUIZ that your teacher will hand you.

HOW DO YOU SEE YOURSELF?

a. Do you think of yourself as:

	Yes	No
honest		
athletic		
a reader		
friendly		
responsible		
artistic and creative		
sympathetic		
a leader		
quiet and shy		

Self-analysis: What kind of person do you think you are? How can you become the person you want to become? How can you bridge the gap between what you think you are or what you would like to be?

62000

b. Circle all that apply to you

(1) When there is work to be done at home you (a) suddenly disappear (b) eagerly volunteer (c) remain silent (d) ask someone else to do the work (e) you do it.

(2) You tell your parents you love them (a) often (b) never (c) once in awhile.

(3) You show your parents respect by (a) listening to them (b) sharing your viewpoint honestly (c) obeying them without comment

(4) You make friends (a) easily (b) not so easily (c) slowly but surely

(5) You would rather (a) do it yourself (b) work cooperatively (c) some of both

(6) You watch T.V. (a) less than two hours a night (b) more than two hours a night (c) only on weekends

(7) You like to read and watch stories about (a) violence (b) love (c) adventure (d) sports (e) biographies (f) the environment (g) other cultures (h) news

(8) You think school is (a) a drag (b) great (c) OK most of the time (d) preparation for life (e) a place to meet and talk to your friends (f) a place to learn

(9) Having the love and respect of your family is (a) very important (b) not so important (c) not as important as the way your friends feel about you

(10) The rules of the school are (a) fair (b) should be changed (c) too many (d) easy to obey

c. Complete the following:

Make a judgment as to some of the personality traits that you have that you are satisfied with.

Decide which character traits you'd like to change and how you can go about changing them. (We all have short-comings.)

Have you been fair in your own judgment of self?

How do you think others see you? (1) parents (2) sisters and brothers (3) friends (4) teacher

d. Analyze the forces and the sources that have helped in the development of your personality. List in order of importance which of the following contributed most: (1) parents (2) peers (3) brothers and sisters

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

d. (cont.)
(4) T.V. heroes (5) movie characters (6) sports characters (7) teachers (8) others.

Place the self-evaluation quiz in your personal folder and refer to it from time to time to see if your opinions about yourself have changed.

e. For further evaluation of self:
(1) Check the characteristics that apply to you most of the time:
(a) leads
(b) follows
(c) speaks out
(d) listens
(e) seeks opinions of others
(f) criticizes
(g) encourages others
(h) compromises
(i) acts as peacemaker
(j) teases
(k) helps others
(l) loner
(m) empathizes

(2) What personality traits would the following workers need in order to succeed in their occupation:
(a) nurse
(b) doctor
(c) teacher
(d) policeman
(e) lifeguard
(f) dog trainer
(g) airline pilot
(h) plumber
(i) psychologist
(j) principal
(k) behavioral scientist
(l) lawyer
(m) truck driver
(n) astronaut
(o) writer
(p) President

NOTES TO TEACHER/RESOURCES

Reflections of Myself: The Adolescent Experience. Set of 2 filmstrips/record. $35.00 from Guidance Associates.

Am I Worthwhile? Identity and Self-Image. 160 slides/cassettes $97.50 - from Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y. 10603

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Sources: Booklets

1. Transactional Analysis for Kids. $4.00 - by Alvyn M. Freed, 391 Munroe St., Sacramento, Ca. 95825
2. For Kids and Other People Who Care, by Saul and Maralyn Fried. Holt, Rhinehart & Winston, Inc.
3. I Am Loveable and Capable (25 for $7.00) by Sidney Simon. Argus Communications, 7440 Natchez Ave., Niles, Ill. 60648

STUDENT ACTIVITIES

40. Make posters, collages or cartoons; write poems, or role play the following kinds of behavior:

(a) the snob	(g) the bragger	(m) the nice guy
(b) the show off	(h) the slob	(n) the bossy kind
(c) the wise guy	(i) the square	(o) the "butt-in-ski"
(d) the bully	(j) the troublemaker	
(e) the bore	(k) the hypochondriac	
(f) the daydreamer	(l) the hypocrite	

41. Class discussion: WHAT IS SELF-ESTEEM? WHY IS IT IMPORTANT TO EVERYONE? WHAT DO YOU THINK THE WORD "EGO" MEANS?

a. What are some of the ways you can deflate other people's ego?

b. What are some of the ways that your ego has been deflated? How did you feel?

c. React to the following ego deflating situations:
   (1) teacher calls you ignorant
   (2) you call someone "stupid" when he/she gives an incorrect answer
   (3) you mimic the teacher after he/she has given directions
   (4) you are not allowed to do things you know you can handle

d. Analyze each situation for causes and effects on the individuals involved.

e. Role play the above situations or create your own
   (1) FEELING CONFIDENT, FEELING THAT YOU CAN, THAT YOU ARE ABLE - GIVES YOU SELF RESPECT. List the things that make you feel confident at school, at home and at play.
   (2) RECOGNIZING THAT THERE ARE SOME THINGS YOU CAN'T DO TOO WELL. List the things you'd like to improve and how you can go about it. Who are some of the people who can help you? Does everyone have some shortcomings?
   (3) GETTING APPROVAL FROM PEOPLE WHO ARE IMPORTANT TO YOU GIVES YOU A SENSE OF BELONGING. How do the following people show approval to you? (a) your parents (b) brothers/sisters (c) friends (d) teachers How do you show approval to the above? (smile, hug, pat, arm around shoulder, kind word, what other ways?

NOTES TO TEACHER/RESOURCES

CONCEPT: The alienated individual completely separates self from others, becomes unattached, has few ties, and becomes isolated socially. There are many varieties of alienation, some longer in duration than others.

Contact Unit: Maturity: Growing up Strong. Fiction/nonfiction. Scholastic.

1. Who Am I?
2. Coping
3. Family is a Way of Feeling

(Gateway English Series) Macmillan Co.

Alienation by Ronald V. Urich. Prentice Hall
The Hard Life of the Teenager by James Lincoln. Collier.
Series from Harcourt, Brace, Jovanovich, Inc. on Concepts and Values.

The Alienated Generation. 3 filmstrips/record $45.00. Guidance Associates
Alienation & Mass Society. 2 filmstrips/record $35.00. Scott Education, 1235 Lower Westfield Rd., Holyoke, Mass. 01040
Out of the Mainstream. 6 filmstrips/records. Warren Schloat.

Game:
Dignity (You and others in Encounter) from Friendship Press. $4.95.

Young Radicals by Kenneth Keniston. Harvest, 1968.

"The term 'alienation' has become a catchward, a slogan." In order to study alienated individuals Murray and Davids developed the following scale: (described on pp. 326 - 327)

1. Distrust (expect the worst of others and you will avoid disappointment.)

0032

STUDENT ACTIVITIES

42. a. Read and discuss: I'm Nobody -- Who Are You? by Emily Dickinson.
    b. Discussion: Is there a part in all of us that we wish to keep "hidden" because it is so very private?
    Does every human being need this privacy of feelings?
    Why?
    What could happen if you become too private and "hide" your feelings too often and from too many people?

43. a. Illustrate or role play the vocabulary of alienation:

bored	distrust	disaffected
irritated	angry	hurt
mixed up	apathetic	distraught
puzzled	lethargic	

    b. Give examples of alienation in school by words or deeds from: teacher to student
    student to teacher
    student to student
    For example: Teacher says: Why are you so stupid?
    c. Give examples of alienation because of conditions or forces in the community (society)
    For example: poverty

44. React to the following conversation from Alice in Wonderland between the Caterpillar and Alice:
"Who are you?" said the Caterpillar. This was not an encouraging opening for a conversation. Alice replied rather shyly: "I-I hardly know sir, just at present. At least I know who I was when I got up this morning, but I think I must have changed several times since then."

What does the quote tell us about changes that take place in our lives? How does time and experience affect our behavior? Could what we consider as too private to talk about today, be easily discussed tomorrow?

45. The way you view yourself is called your SELF IMAGE. How we see our selves differs from day to day, depending upon the circumstances and events of the day.

2. Pessimism (there is little chance of ever finding real happiness.
3. Avowed hostility (At times, some people make you feel like killing them.)
4. Interpersonal alienation (emotional commitments to others are usually the prelude to disappointment.)
5. Social alienation (teamwork is the last refuge of mediocrity.)
6. Cultural alienation (the idea of trying to adjust to society as it is now constituted fills me with horror.)
7. Self contempt (any man who really knows himself has good cause to be horrified.)
8. Vacillation (I make few commitments without some reservation about the wisdom of undertaking them.)
9. Outsider (I feel strongly how different I am from most people.)
10. Unstructured universe (the notion that man and nature are governed by regular laws is an illusion.)

Drs. Murray and Davids have been conducting a clinical study of alienation focusing on the following questions:

(a) What is the ideology of alienation as seen in these students?
(b) What common characteristics of behavior and life-style do these alienated students possess?
(c) What aspects of past life (infancy, family characteristics, etc.) do these alienated students share?
(d) What hypotheses can be advanced that might explain the psychological origins of alienation?

SYNOPSIS: Focus: The Psychology of Youth Discontent. Sept. 14, 1970. Curriculum Innovations, Ind., 5454 South Shore Drive, Chicago, Ill. 60615

Public Affairs Pamphlets:
What About Marijuana?
Drug Abuse - What Can Be Done?
The Unmarried Mother
Public Affairs, 381 Park Ave. S., New York, N.Y. 20016

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

Know About Drugs. AEP booklet. $.40
Education Center, Columbus, Ohio

Book:
Alternative to Violence: Alienated Youth and Riots. Race and Poverty. Associated Press, 1967. (a discussion of the causes of violence and alienated youth of the ghettos with proposals for nonviolent approaches to racial and economic progress.)

Images of People. (Episodes in Social Inquiry Series) Sociological Resources for Social Studies. Allyn & Bacon, Inc.

The Uncommitted. Kenneth Keniston. Harcourt & World, 1962.

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NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

46. Clues to Behavior in Art

a. Bring in pictures of some famous paintings such as:
The Mona Lisa
American Gothic
Picasso Prints

b. Can you guess their feelings by the expressions on their faces?

c. Listen to records that show feelings:

You've Got to be Taught to Hate
I'm Proud to be Me
What the World Needs Now is Love
Put Your Hand in the Hand
The Sounds of Silence
Say It Loud - I'm Black and I'm Proud
If I Had a Hammer
You've Got a Friend
Friendship Train
I Am a Rock
Whistle a Happy Tune
Eleanor Rigby
Give Me Love - Give Me Peace on Earth
You'll Never Walk Alone
Nowhere Man
Bridge Over Troubled Water
You're So Vain
People

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NOTES TO TEACHER/RESOURCES

Books for Students:

1. It's Your Life
   by James L. Pancrazio

2. Getting It Together
   by Phyliss Anne Harrison, M.D.

3. Series by Walter J. Lembacher, Ph.D.

   a. I'm Not Alone)
   b. Becoming Myself) - elementary reading level
   c. Here I Am)

   from Pflaum/Standard

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STUDENT ACTIVITIES

47. YOUTH CULT VOCABULARY

a. Define/Discuss/Relate to Real Situations:

(1) keeping your cool
(2) super up tight
(3) had a thing about
(4) vibes
(5) karma
(6) getting it off
(7) take (something as a reward)
(8) hassled
(9) rip-off (hassling by theft)
(10) up-tight (hassled by things)
(11) cool (unhassled)
(12) hang-up (constant hassle)
(13) far out (what you or your peers think is great)
(14) fascist (an epithet directed to anyone in authority)
(15) "Make love not war"
(16) "What you see is what you get"
(17) scoring
(18) laying a trip on
(19) "the property thing"
(20) bummer
(21) downer
(22) into
(23) cool it
(24) "bug off"
(25) kiss off
(26) eyeball
(27) opt
(28) cop out
(29) ego trip

b. Questions: Why do young people develop a vocabulary of their own? What is the need?
How do you feel about an adult using the vocabulary of youth slang?

c. Give an example of opting out vs. copping out.
(Option or alternative action vs. complete withdrawal)

NOTES TO TEACHER/RESOURCES

Record: Encounter. Contains the song: Once you Understand and others
- (a) Gather
- (b) My Children
- (c) Gotta Get to Know Each Other
- (d) The Road
- (e) Let Him Go
- (f) We'll See it Through

from: Stallman-Susser, Educational Systems, Inc.
P. O. Box AL, Roslyn Heights, N.Y. 11577
Price $5.95.

Poster entitled: People are Lonely Because They Build Walls Instead of Bridges. 17" X 23" multi-colored on linen cloth.

from: Social Studies School Services.
Price $1.95.

Write to Ann Landers, c/o Miami Herald, Box 3700, Miami, Fla. and request some of her materials on teen-age problems. (Box numbers may vary)

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STUDENT ACTIVITIES

48. Give examples of different views of yourself under different circumstances. For example:
   a. You received high grades - suddenly your grades go down.
   b. Your friend has been so wonderful to you. One day he ignores you completely.

49. Listen to the record: Once you Understand. Discuss the reality of the situations mentioned. Describe other situations where head-on collisions of emotions have resulted in violence and tragedy.

50. Discuss the quote: People are Lonely Because They Build Walls Instead of Bridges.

51. Give some examples of why young people run away from home? Have you ever wanted to run away? Why? How did you resolve the conflict? Research some of the statistice relating to run-away youngsters. (see attached article)

52. Research the Hippie movement.
   a. Do you think Hippies were opt ing out or cop ing out? What has happened to the movement?
   b. What did Hippies mean when they referred to the "Ant trip" squares take in this life?
   c. What would society be like if everyone Did Their Own Thing when they pleased? What if no one could do their own thing?

53. Ongoing project: Read and cut out letters from Teenagers to Ann Landers (syndicated column).
Discuss the problems and the advice she offers.

NOTES TO TEACHER/RESOURCES

Alienation and Mass Society. 2 films/record.
from: Scott Education, 1235 Lower Westfield Rd., Holyoke, Mass. 01040. Price $35.00.

All the Lonely People: A Study of Alienation. 2 films/record. Price $40.00
The Ending. 1 film/record. (alienation between young and old). Price $23.00

from: Warren Schloat, Pleasantville, N. Y. 10570.

Book:
Introduction to the Behavioral Sciences. Holt, Rinehart and Winston, Inc. (state adopted)

Man Alone and Loneliness: the Dilemma of Modern Society. slides/records, Price $97.50.
Man's Search for Identity. slides/records, Price $97.00.
Who Am I? Where Did I Come From? Where Am I Going? The Eternal Questions. slides/ records $97.50.
No Man is an Island: An Inquiry into Alienation. slides/ records, Price $97.50.

from: (all four of above) The Center for Humanities, 2 Holland Ave., White Plains, N. Y. 10603.

A Collection of some songs may be found in: Songs of Peace, Freedom and Protest. By Tom Glazer. Fawcett Crest, Paperback $1.25.

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STUDENT ACTIVITIES

54. Read and react to the following quote:

a. "...The purpose of adolescence is to loosen personality ...which is going through changes: (1) organization (childhood) (2) disorganization (adolescence) (3) reorganization (adulthood)...

b. Adolescence is a period of curative madness, in which every teenager has to remake his personality...free himself/herself from parental ties, establish new identification with peers and find his/her IDENTITY..."

c. Questions: In one's search for identity, what forms of alienation could result between teenager and parent; between teenager and peers; and teenager and authority?

55. a. Read Chapter four "The Search for Identity" from Introduction to the Behavioral Sciences (An Inquiry Approach.

b. Give some of the reasons for alienation stated in the chapter. How did alienation affect the lives of those described in the chapter?

56. Rap: What are the conditions in society that have an alienating effect on young people? Have any of these conditions affected you? If so, how?

57. Identify some of the behavior characteristics of an alienated teenager...adult...

58. Compile a photo essay on Alienation.

59. Compile a bibliography of books and songs dealing with Alienation. Read and listen to some of those listed.

NOTES TO TEACHER/RESOURCES

A.V. Resources:

1. Masculine/Feminine. filmstrip/record/guide.
   from: Scholastic Magazine, 50 W. 44th St., New York, N. Y. 10036.
2. The Changing Role of Women. filmstrip/record.
   from: Scott Education, Lower Westfield Rd., Holyoke, Mass. 01040.
3. a. Job and Gender. 2 film/record. $37.50
   b. Masculinity and Femininity. 2 film/record. $40.00.
   from: Guidance Associates, Pleasantville, N. Y.
4. a. A Woman's Place.
   b. Masculinity
   4 each film/record. $66.00.
   from: Schloat Prod., 150 White Plains Rd., Tarrytown, N. Y. 10591.

Books for Students: (Depending upon student maturity level)
The American Male. By Myron Brenton. Fawcett.
Born Female. By Caroline Bird. Pocket Books, 1971.
Daughter of Discontent. By Hila Colman. William Morrow.
The Summer of '42. By Herman Raucher. Dell, 1971.
What Girls Can Be: What Boys Can Be. By Dean Wall. Hallmark, 1971.

Game:
Woman and Man. Psychology Today Games. CRM Assoc., 1331 Camino, Del Mar, Calif. 92014.

Opposing Viewpoints series. Greenhaven Press, Box 831, Anoka, Minn. 55303.

"The Sexual Revolution" (Traditional mores vs. new values) $1.65 each.

000239

STUDENT ACTIVITIES

60. Where do you fit in?

a. Write an autobiographical account of how you developed your sexual identity. Describe the forces and people that taught you the "proper" role for males and females. Explain any discontent you may have with your role.

b. Identify the role expectations of male and females in our society. How and why are they changing?

c. Discuss the term: Male Chauvanism.

d. Invite speakers from the community from Women's Lib/ Men's Lib to analyze sex roles in the society.

e. Would you rear your children with rigid sex role expectations? What if your son wanted a doll for Christmas or if your daughter wanted to become a football player?

f. Bring in and share some of the new magazines on the market which carry articles on Sexual Identities. Examples: Ms., New Woman, Seventeen.

g. Watch T.V. for a week and record the ways in which masculinity and femininity are portrayed not only in the dramas but in the advertisements.

h. Collect popular songs that emphasize stereotype attitudes about men and women.

i. Role play scenes from plays which demonstrate exaggerated ideas of masculinity and femininity. Example: The Taming of the Shrew, My Fair Lady, The Lady and the Tiger, A Raisin in the Sun, etc.

j. Comment on the following scene: Two girls are verbally insulting each other. Suddenly one begins to physically attach the other. There is hair pulling, scratching and pulling at each other's clothing.
How do you feel about women fighting?

NOTES TO TEACHER/RESOURCES

It is important to understand the behavior pattern called: Machismo because of the large number of students from Spanish cultural backgrounds.

According to an article entitled: Machismo by Aniceto Aramoni, Psychology Today, Jan. 1972, page 69:
"...Overcompensating for his acute inner feelings of inadequacy and guilt, the machismo struts through life giving and seeking challenges answerable in blood... Machismo is a reaction in which the male seeks hypermanliness to prove himself 'very much a man'..."

Note: Teacher and principal judgment for use of activities on this page.

STUDENT ACTIVITIES

61. a. Divide the class by ethnic and racial background:
(1) Spanish (2) Black (3) White Anglos

b. Each group will give a list of values that are important to their immediate familial culture.

c. Each group will give a list of words and expressions that act as irritants to their group (culture).

d. Each group will describe means acceptable to their culture in resolving conflict situations.
(Note: Since there will be individual differences within each grouping, a consensus type response would be acceptable.)

e. Redivide the class into new groups which would include members of all the first groupings. Share their listings and responses.

f. General class discussion: By understanding the cultural differences of values (if any) and the sources of irritants for specific ethnic/religious/racial groupings, would this lead to less conflict and friction between groups?

g. Question: What can students do to develop a more empathetic attitude toward others with different viewpoints and cultural backgrounds?

62. React to the following situation:
Someone has just called your mother a name. You are very angry, and want to strike back. What alternatives could you utilize without resorting to fighting or name-calling in return?

63. Role play, using reverse roles, some situations that involve ethnic and racial slurs.

64. Questions: Why do some people still resort to using racial and ethnic slurs? Can you give examples of slurs still used in the entertainment media? How can this be changed?

ATTITUDES AND VALUES

000247

NOTES TO TEACHER/RESOURCES

Reproduce survey form: "What are Your Basic Values?"

Values are important determiners of actions. Values give direction to behavior and assist in setting goals. Values help direct what we do, what we think about, how we spend our resources, what we admire in others, choices we make and the goals we work toward.

Value clarification questions such as the following can be used in this section of the unit:

a. What is your position?
b. Where do you stand?
c. How did you arrive at that value?
d. What other alternatives did you consider?
e. What possibilities are open to you for doing something about it?
f. Can you anticipate the consequences of your actions?
g. If not you, who should be involved?

from: Values and Youth, Robert D. Barr, Editor. National Council for Social Studies, 1201 16th St., N.W., Washington, D.C. 20036. Price $2.75.

Teacher Sources:

a. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon. 1972. Pocketbook $3.95.
(an excellent source of activities in which students can discover and express their personal ideas, feelings and beliefs.

b. Intercom, Teaching About War, Peace, Conflict and Change. Vol. 13 March/April 71, pages 42-44, Center for War/Peace Studies, 218 E. 18th St., New York, N. Y. 10003. Price $1.50.

For Student:

Values and Decision Making (student booklet). Educational Research Council of America. Price 60¢.

Values for Teenagers: The Choice is Yours. 2 film/rec. Guidance Assoc. Price $35.00.

24000

STUDENT ACTIVITIES

1. Complete survey form: "What Are Your Basic Values?" Share your values with classmates.

2. If they apply, have you ever wondered why you made these kinds of decisions:

   a. played sick to stay home from school
   b. cut class
   c. spent your allowance on what you didn't need (compulsive buying)
   d. watched T.V. instead of doing homework
   e. lied to teacher about losing homework when you really didn't do it
   f. blamed someone for something you did

3. General Discussion: Why do some people make the kinds of decisions they do? Are their decisions based on what they think is right or wrong? How and where do you learn about the right or wrong thing to do?

4. Definition: Values are persons, ideas, goals, things and life styles that you think are important.

   a. Using the above definition, list some of the people, ideas and things that you value. Put them into priority order. How do your values compare to your parents? Your friends?

   b. Referring to the names of the people on your list, analyze why you selected them as being important to you.

5. General Discussion: How do values held by you affect your choice of:

   a. clothes
   b. records
   c. T.V. programs
   d. friends
   e. use of free time

Psychologists say that values help to determine individual actions taken in any situation.

NOTES TO TEACHER/RESOURCES

For Student: (cont.)

What Do I Want Out of Life?
Do We Value the Democratic Way of Life?
Teaching Resources Films Ed. Service of N. Y. Times, Station Plaza, Bedford Hills, N. Y. 10507.
Price: $14.50 each film/rec.

EyeGate House series:

a. Guidance for Young People. (discusses many types of value situations) set of 16 film./rec. Price: $108.00.

b. Teen Scenes. (patterns of behavior) 6 super 8mm films. Price: $125.00.

EyeGate House, 146-01 Archer Ave., Jamaica, N.Y. 11435.

Refer to film listing for values/conflict/clarification films.

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STUDENT ACTIVITIES

6. a. List in order of importance: (#1 being the top priority)

Functions of schools should be:

_____Socialization (learn how to get along with each other, stress on good human relations)

_____Literacy. (Read, write and know math skills well - basic education)

_____Train for a job. (take "frills" out of education and learn trades)

_____Social Status (Do well in school so you will be a "success" in life)

_____Enrichment (Help students appreciate the joys of living, such as art, music, recreation, drama, athletic endeavors.)

_____Help to develop more social scientists. Help students unders and the society they live in, the economic system they live under, the effects of politics on their life and help them develop the skills and understandings that could change things for the better.

_____Others (describe)

b. Form groups of 5 students and come up with a group concensus -

c. Does the class agree on the top 3 priorities?

NOTES TO TEACHER/RESOURCES

Remind the student to ask himself/herself these questions before making a decision:

1. What Needs am I trying to satisfy?
2. What might be the Effects of the course of action I choose?
3. What are my goals or values?
4. Does the course of action I take fit these values?

Game:

Values (clarifies what is important to you). Friendship Press. Price $5.95.

Decision Making Creative Teaching Unit, Scholastic Mag. and Book Services, 50 W. 44th St., New York, N.Y. 10036.

An interesting Values Clarification game is All or Nothing described in Teaching Human Beings, Jeffrey Schrank, Beacon Press. Price $3.45.
Purpose: What values influence a difficult decision? Select four to eight volunteers who are willing to take part in an experiment by paying $.25. Tell the class there is a chance to make money from the experiment. Place the students who have volunteered in a circle while the remainder of the class watches. Place the money in the center of the circle for dramatic effect. Explain that in ten minutes the group must decide who in the circle gets all the money. The money must go to one person...no deals are permitted. Appoint no group leader and place no restrictions on techniques. If the group decides that "luck" determines the winner (or any other choice) follow up with class discussion about the values that were involved in making the decision. Was Justice done? Was the Need for money or best use of money ever brought up?

Contact Units:

1. Loyalties - Whose Side Are You On?
2. Getting Together: Problems You Face

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632.

STUDENT ACTIVITIES

7. Values Conflict Clarification Game:

   You are preparing to go to summer camp. You are allowed to bring only ten items with you.
   a. Develop your own list of ten items.
   b. Divide into groups of five or six and make a list of ten items taken from individual lists.
   c. There must be a consensus so that the outcome is one list of ten items.

   Questions to ponder:
   (1) How did your value system affect your decisions?
   (2) How did your list differ from others in the group?
   (3) Were you influenced by others to change your mind?... or did you influence others?

8. Role play the school counselor. What advice would you give in the following situations?

   a. Student tells you his friend is selling dope.
   b. Student tells you that another student is extorting money every day from him and threatens to beat you up if you report him.
   c. Student confides that she knows who vandalized the school over the weekend.

   What role did your value system play in the way you decided to handle the problems?

9. Further values conflict clarification:

   a. On a sheet of paper write down the names of people you eat lunch with. Analyze whether your choices are based on people who are the same race, religion or ethnic group. What role does your value system play in these choices?
   b. Compare your findings with others in the class. Is there a similarity in the basis of the choices?
   c. Observe for a week, the groupings in the cafeteria. Are the groupings based on racial separations? Ethnic backgrounds? What other basis?

NOTES TO TEACHER/RESOURCES

Graphigames (series of games on conducting student opinion polls):
Environmental Attitudes
War Peace Attitudes
Citizenship Attitudes
Do it Yourself
Social Studies School Services. Price each $3.75.

Conflicts in American Values. 6 film./rec., Warren Schloat. Price: $92.00.

Behavioral Alternatives. 6 sound/color filmstrips. from: Westinghouse Learning Corp., 231 Norfolk St., Walpole, Mass. 02081. Price: $89.50.

Moral Reasoning (The Value of Life), AEP Publications booklet. Price: $.40.

What Are Your Values and Why? series film/rec. "What Do I Want Out of Life?" Teaching Resources Films, Bedford Hills, N.Y. 10507. Price: $17.50.

Opposing Viewpoints series, Greenhaven Press, Box 831, Anoka, Minn. 55303.
"Constructing a Life Philosophy" $1.65 (readings)
"Simulation Game on Future Life Style" .95 cents
(an examination of alternatives)
set of 18 each $46.50.

00045

STUDENT ACTIVITIES

9. (cont.)
   d. Discuss the Findings with the entire class.
   e. Formulate techniques that can be used to encourage students to interact and intermingle with those of different races, religions and national backgrounds.

10. Conduct a poll (three generations--peers, both parents and grandparents) regarding attitudes and opinions on:

    purposes of schools
    today's youth
    violence in America
    types of punishment for misbehavior in school and at home

    Compare the findings for differences in attitudes and values.

11. Take the Survey Form: Is There a Generation Gap? AEP (attached)
    Do your findings substantiate the theory that most parents and children share the same basic values?

12. Turn in Values Card once a week anonymously describing something you feel deeply about or value highly. Cards will be chosen at random and discussed by class.

13. Make an Asset and Liability Sheet

What's Wrong	What's Right
Your home	Your home
Your schools	Your schools
Your community	Your community
Your state or nation	Your state or nation

NOTES TO TEACHER/RESOURCES

There are so many types of materials relating to Values education, that one must become selective. It is recommended that the expensive filmstrip/record series be previewed before purchase or use in the school.

From: Guidance Associates, Pleasantville, N.Y.

a. Personal Commitment: Where Do You Stand? 2 film./rec. or cass. Price $35.00.

b. Dare to be Different. 2 film./rec. or cass. Price: $44.00.

c. Teen-Age Rebellion: Challenge to Authority. 2 film./rec. Price: $35.00.

d. Adolescent Conflicts: Dealing with Group Pressures. 2 film./rec. Price: $37.50.

From: Scholastics A.V. Materials, 906 Sylvan Ave., Englewood Cliffs, N.J. 07632

Series of Posters:

Love/Freedom	$1.00
Meet Someone Halfway	1.00
Reach Out for Someone	1.00

Scholastic Literature Unit:
Moments of Decision
Personal Code

Contact (Thematic Reading units - Grades 7-12)
Reading level: 4-6 grades
Includes 35 illustrated paperback anthologies, short stories, plays, open-ended materials.
Getting Together: The Problems You Face. Price: $60.00.

From: Denoyer-Geppert A.V.
What Do You Kids Want Anyway? 2 parts. Price: $34.05.

From: Silver Burdett Co., Div. of General Learning Corp., Park Ridge, Ill.
Concern: A Discussion Series. (includes concern topics such as peace, violence, etc. Each booklet costs .65 cents.

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STUDENT ACTIVITIES

NOTES TO TEACHER/RESOURCES

From: Social Studies School Services
Synopsis II #8 A New Look at the Rights of Youth
(set of 30 student booklets, teacher'd guide $9.50)

In any values clarification issue, confrontation questioning may seem a bit harsh, but it does have impact. This technique will help students see more clearly what they are for and what they are against, to try to understand the processes they use to arrive at decisions and to come to the realization that values can change with knowledge, understanding and a willingness to change.

00047

STUDENT ACTIVITIES

14. Confrontation Chart: (Assume role of teacher and then student and make some value decisions in the following classroom situations)
Through discussion, complete the "Outcome" column.

Incident	Response by Teacher	Response by Student	Outcome
Student making noise	"Why are you making noises?	"I'm bored."	?
Student reading comic book instead of doing class assignment	"Why aren't you doing your work?"	"I'll do it after I finish the comic."	?
Two students fighting in class	"Why are you fighting? Stop it!"	One student curses under breath at teacher	?
Student throwing spit balls at board	"What do you think you're doing?"	"I didn't do it."	?
Students begin "coughing" in unison	"I've had it! Everyone gets detention after school today!"	Sullen silence	?

000048

15. Values Clarification: Cheating
What Would You Do?

	Yes	No
a. Would you use the same book report for two different classes or save the report for different school years?		
b. Your teacher overlooks several errors on your test. Will you tell her/him?		
c. You went to a party and could not do your homework. Would you copy your friends?		
d. Nearly the whole class cheats on a science test. Would you cheat so that your grade wouldn't be low?		
e. You wear a watch for a day and decide you didn't like it. Would you return it and say you hadn't worn it?		
f. You see an exam on the teacher's desk. No one is around. Would you take a copy?		
g. A clerk gives you change for a $10 bill instead of a $5 bill. Would you tell her?		
h. You lost your notebook. Would you take your friend's without permission?		
i. Your friend writes a paper for you. Would you hand it in as your own?		
j. You are correcting your own test paper. Would you "fail" to notice some errors?		

Is cheating a problem in your school? How do you feel about cheating? Do you go along with the philosophy: "Everyone is doing it, why shouldn't I?"
How can cheating be lessened?

NOTES TO TEACHER/RESOURCES	STUDENT ACTIVITIES
Concept: Some situations require both competition and cooperation. At times, one is more appropriate than the other...	16. Role play individuals who "always want to win." Discuss: a. How they act b. Why they act the way they do c. How they can change their behavior d. Why some people always want to be #1
Record: Cooperative Activities. Grades 3-8. Educational Activities, Inc., Freeport, L.I. 11520.	17. Complete the following open-ended sentences: Competition is necessary because_____ Cooperation is necessary because_____ More important than winning is_____ Sometimes it is hard to compete because_____ Sometimes it is hard to cooperate because_____ When I lose, I feel_____ When I win, I feel_____ These open-ended sentences can be used for group discussions, individual conferences, or as ideas for artistic illustration.
1. Failure: A Step Towards Growth. film./rec. $35.00. 2. Adolescent Conflicts: Coping with Competition. 2 film./rec. $37.50. from: Guidance Assoc.	18. Give examples of situations in the school, home and at play that would be best served by: a. competition b. cooperation Bring in articles from magazines or newspapers showing cooperative efforts between peoples and nations to achieve specific goals. (Example: U.S.S.R. and America in space research, medical research, etc.)
Cooperation Squares Game. Described in NEA Journal, October, 1969.	19. Play the Cooperation Squares Game.
	20. Develop projects in the class that are either cooperative or competitive in nature. Examples: wall mural, International Festival Day, spelling bee, poetry contest, class newspaper.

00049

05050

CONFLICT

FUNCTIONAL/DYSFUNCTIONAL

NOTES TO TEACHER/RESOURCES

Concept: a. Unmet needs may lead to conflict.
b. Behavioral choices are available in every conflict situation.

Place on board or duplicate for students: "A simple definition of conflict: struggle for opposing wants. When you are not sure of what to do in some situations, then a Conflict arises. This conflict can help you make right or wrong choices in handling the situation. Conflict can serve as a helpful emotion because it makes you think about the choices you make. The decisions you make depend upon your values, your experiences and your needs. The more difficulty you have in making choices the higher the frustration and more conflict you have within yourself."

Concept: Feelings of frustration, anxiety and anger are usually signs of Conflict. Conflict can be functional or dysfunctional in nature. "The question is not how to eliminate but how to control conflict so that it does not tear domestic or world society apart. The important objective then is to channel conflict, to shift the processes by which conflict is carried out from violent to non-violent action..."

00051

from: Teaching Youth About Conflict and War. National Council for Social Studies, 1201 16th St., N.W. Washington, D.C. 20036.

Concept: When people differ in their values, interests, beliefs and perceptions of each other and reality, there might be a conflict.

Resources:

Patterns of Human Conflict. filmstrip/cassette series (student materials). Schloat Productions, 150 White Plains Rd., Tarrytown, N.Y. 10591. $92.00 - or purchased by unit.

Rumor Clinic. Information from Anti-Defamation League, 907 Seybold Bldg., Miami, Fl. 33132

STUDENT ACTIVITIES

1. Class discussion: What does the word "conflict" mean? Give some examples of conflict situations. (internal and external)

   Why are there conflicts? Are conflicts part of daily living?

2. List some situations that are conflict producing in the:

   a. home
   b. school
   c. community
   d. nation
   e. world

3. Role play some of these situations.

4. a. Either written or pictorially keep a record of situations which portray conflict between two individuals, between groups and/or within yourself.

   b. From the above records, select some situations that can be analyzed by the class as a whole for:

      (1) Causes of the conflict
      (2) Resources used to resolve the situation (a person's values)
      (3) Alternatives to the solutions used.

5. Class discussion:

   What are rumors?
   How can rumors start conflict?
   How can rumors be stopped?

6. Play the Rumor Clinic. Follow-up discussion.

NOTES TO TEACHER/RESOURCES

Concept: When people differ in their beliefs, values interests and perceptions of each other and reality, there will be conflict.

Scholastic Contact Unit:
Getting Together: Problems You Face (Grades 8 - 10)
Literature unit/record.

For Teacher:
So You Want to Teach About Conflict. Booklet:
Education for Global Society
from: Center for War/Peace Studies, 218 E. 18th St., New York, N.Y. 10003

The Observers Handbook from: Man:A Course of Study

000552

STUDENT ACTIVITIES

7. Values Clarification: Conflict

Your friends are planning to do things that cause a conflict within you and you have to make decisions about your behavior. What will you do in the following situations:

a. A little old lady is waiting for a bus. You are with friends who want to pull off her wig.
b. A student reported your friend to the teacher for wrongdoings. Your friend wants you to "gang up" on that student after school.
c. Your friend has some "pot." He offers you some.
d. Your friend wants you to help mark up the bathroom walls.
e. A woman drops a $10.00 bill without knowing it. (She is in front of you on the sidewalk) No one sees you.
f. Your friend throws an eraser at the teacher who is writing on the board. You saw the action. Teacher wants to know who threw the eraser.

8. Questions to think about and discuss:
a. What factors helped you make your decisions?
b. Were you afraid of being caught or punished?
c. Were you confident enough not to go along with your friend?
d. Were your decisions based on what you understand to be "right or wrong" because of your parents' influence?
e. How did you handle the conflicts within you?

9. List some situations where you were tempted to use your feelings in a harmful manner. How did you handle these negative feelings?

10. Discuss the following situation:

A classmate who is bigger and tougher than you are pushes in front of you every day in the cafeteria line. You know he is deliberately challenging you to get you angry enough to fight. Based on your values of what is correct behavior, how will you meet this challenge? Would it make a difference if he were smaller than you?

NOTES TO TEACHER/RESOURCES

Definition of frustration:
A feeling of being prevented from doing what you want to do or from getting what you wnat...feeling that something is blocking you from reaching certain goals.

Be selective and read some of the relevant examples from Dr. Ginott's books to the students for discussion.

1. Teacher and Child
2. Between Parent and Child

Haim Ginott, MacMillan

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STUDENT ACTIVITIES

11. Rap Session: What do you think motivates some people to constantly "challenge" others (physically and verbally). What could be some of their needs?

12. Be an observer, using the sheet on Challenges. Compare your observations with other class observers.

13. Given the following situations, answer the questions:
    a. What were the conflicts in each situation?
    b. What ways could each student use to get over their frustrations?
    c. How could they resolve their conflict?
    (1) Jack and his friend had planned to go to the movies after school. When he was ready to pay admission, he found his money gone.
    (2) Teacher gave a test. Jim thought he studied the correct unit, but discovered he didn't.

14. Write two frustrating situations that have recently happened to you. Illustrate the situation in comic form.
    Questions: How did you handle the situations?
    Did you consider alternative solutions?

15. a. List some of the reasons people get frustrated:
    Examples: expectations are too high or unreasonable
    lack of planning ahead
    lack of resources to meet a situation
    b. What are some examples of daily frustrations that most people meet up with and as a result experience conflict.
    Examples: high prices, low wages (inflation)
    a heavy work load, not enough time

16. People talk about the pressures they have in their daily lives. List some of the pressures you have:
    a. at home
    b. at school
    c. with peers
    List some of the pressures your parents have.
    List some of the pressures your teachers have.

NOTES TO TEACHER/RESOURCES

Concepts: Hostility is an unfriendly feeling, like a feeling you have toward one you consider your enemy. It can be a desire to do harm to others.

Anger is a feeling one has towards something or someone that hurts, opposes, offends, annoys.

Anger is a normal healthy emotion and can be expressed positively (functional) or negatively (dysfunctional)

Anger has causes and effects to self and others.

Adolescent conflicts:
Dealing with Anger. film./rec. Price: $37.50.
from: Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570.

Public Affairs Pamphlets, 381 Park Ave. So., New York City 10016. Price: 25¢ each.
#305 Tensions and How to Master Them
#120A Toward Mental Health

For Students:
The Angry Book, Theodore Rubin. Encourages readers to use anger constructively. MacMillan Co., 1969.

Anger, Leo Madow. An exploration of anger, outlining the harm it can do both physically and emotionally and ways of recognizing and controlling it. Psychology Today Book Club.

Student booklet:
Courtesy, costs nothing...but is worth Everything. A Scriptograph booklet. Channing Bete Co., Greenfield, Mass. 01301.

STUDENT ACTIVITIES

16. (cont.)
How do daily pressures affect behavior?
Recognizing that we all have pressures, how can we develop a more emphathetic concern for each other's shortcomings?

17. Bring in magazine or comic pictures showing scenes of anger between individuals or among groups.
Can you tell from the pictures why the individuals or groups are angry? What clues in the picture lead you to believe that there is anger?

18. In groups, list and discuss some of the reasons why people get angry. Role play the ways people demonstrate or show their anger.

19. a. One cause of anger is a feeling of insecurity and threat.
Example: You think people are taking unfair advantage of you.
Give other examples of this kind of anger.
b. Another cause is frustration - being kept from doing what you want to do.
Example: You want to wear a hat in school and you are not allowed to.
Give other examples of this type of anger.

20. Anger can hurt you. Example: While you are ranting and raving, your insides get tied up in a "knot" and your whole body becomes involved. After the fury you may feel foolish, sorry or miserable.

Describe in your feelings notebook, how you felt, physically and emotionally after you have been angry. If you did not give in to your anger and went through a "slow burn," describe this feeling.
How did you feel about the way you handled your anger?
How do you feel when someone is angry with you?
(Parents, friends, teachers, etc.) How did they show their anger to you?

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

21. a. Psychologists, doctors and behavioral scientists have been studying the effects of anger on an individual. Discuss the following findings:

(1) Unreasonable anger may harm you physically.
(2) It distracts you from the job you are doing and could make you careless, forgetful, and inefficient.
(3) It interferes with your judgment and accuracy, causing you to take unreasonable chances.
(4) It causes you to look for a "whipping boy" or scapegoat and innocent people become your victims. (called Displacement of anger)
(5) It may cause you to be very unhappy.

b. Compare the above with your findings about your anger. how similar are they?

22. Invite a medical doctor or a psychologist to talk about the physiological effects of anger.

23. Devise ways of analyzing anger situations in the class room.

At the end of a one week period, analyze anger situations you were involved in.
Compare and contrast your situations with those of your classmates for:
a. similarities in causes and effects
b. solutions

24. Compare and contrast the way anger is handled in your home with that of your friend. (be sure that situations are similar.)

If you disagreed with how some of the situations were resolved, give your opinion of alternatives that could be used.

00055

NOTES TO TEACHER/RESOURCES	STUDENT ACTIVITIES

25. Brainstorm ways that anger can be handled safely (non-violently) in school, at home and at play.
Suggested guidelines: No verbal abuse
Not hitting people
No destruction of objects

When anger situations arise, use some of the alternatives suggested by the class on an experimental basis. Evaluate their effectiveness.

26. a. How would you resolve the following anger provoking situations:
(1) Going to school with mom in the morning in your brand new car is like being on a roller coaster. But Mom doesn't appreciate the holes in the road any longer. She is Angry.
(2) On the way to school you notice a bully hitting a younger child. You are Angry.
(3) You are accused of stealing a pencil. You know you are innocent. You are Angry.
(4) Your friend constantly throws soda cans and wrappings on the street each day on the way home from school. This makes you Angry.
(5) Your teacher has certain "pets" who are chosen for special projects most of the time. This makes you Angry.

b. Share your endings with your classmates.

c. Tally the number of resolutions that were violent in nature and those that were non-violent. What percentage of the responses were constructive?

d. How many did you solve in a constructive (functional) manner?

27. a. Assume the role of a behavioral scientist for a week. Observe, document situations that involve angry feelings. (hallway, cafeteria, playground, classroom)
b. List the angry words spoken, the actions taken (against things or people) and how the situations were resolved.

NOTES TO TEACHER/RESOURCES

The Human Side of Teaching. Published semi-monthly by: The Bureau of Business Practice, 24 Rope Ferry Rd., Waterford, Conn. $9.00 per year.

You may want to refer to Dade County Quin: Dissent and Change in America, SS 6470.08 (grades 7-9) for relevant materials and suggestions.

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STUDENT ACTIVITIES

27. (cont.)
    c. Analyze for the following:
        (1) Were any of the students involved in more than one angry situation during the week?
        (2) Where do most of the anger provoking situations take place?
        (3) How many adults or authority figures helped resolve the situations?
    d. Make inferences (based on your understanding of behavior:
        (1) What were some of the unmet needs, in your opinion, of those involved in the anger situations?
        (2) What needs were met when the situations were resolved? Whose needs?

28. Behavioral scientists tell us that anger is a normal feeling and that it can lead to concern and action for changing laws, conditions, and places for the better.

    Think about situations in your environment that cause you to become angry. (examples: pollution, poverty, crime, slums, war)

    Develop a class list of these situations.

    Discuss: What can be done about this type of anger? Can this type of anger be constructive?

    List some of the ways that anger can be channeled constructively.
    Examples: letter writing to concerned authorities, special projects, petitions, educational meetings, letters to the newspapers.

29. Bring in articles from magazines and newspapers that illustrate constructive ways changes took place as a result of someone being angry enough to do something (nonviolently) about the situation.

30. List situations in history that spurred "angry" people into movements that worked constructively for change. (Example: Women's Suffrage, Voter's Registration, Civil Rights Movement, Women's Liberation.)

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

25. Brainstorm ways that anger can be handled safely (non-violently) in school, at home and at play.
Suggested guidelines: No verbal abuse
Not hitting people
No destruction of objects

When anger situations arise, use some of the alternatives suggested by the class on an experimental basis. Evaluate their effectiveness.

26. a. How would you resolve the following anger provoking situations:
(1) Going to school with mom in the morning in your brand new car is like being on a roller coaster. But Mom doesn't appreciate the holes in the road any longer. She is Angry.
(2) On the way to school you notice a bully hitting a younger child. You are Angry.
(3) You are accused of stealing a pencil. You know you are innocent. You are Angry.
(4) Your friend constantly throws soda cans and wrappings on the street each day on the way home from school. This makes you Angry.
(5) Your teacher has certain "pets" who are chosen for special projects most of the time. This makes you Angry.

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STUDENT ACTIVITIES

27. (cont.)
    c. Analyze for the following:
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MANIFESTATIONS OF

DYSFUNCTIONAL BEHAVIOR

NOTES TO TEACHER/RESOURCES

Concepts: Aggressive behavior can build, it can be a force to make us aim for better things. This form is functional and healthy.

Behavior that is aggressive can also destroy people and objects.

Much aggression is learned...it can be unlearned or re-conditioned...Much aggression is influenced by positive and negative reinforcement and our knowledge of conditioning.

One way to minimize aggression is to emphasize non-aggression and to stress the more positive aspects of human behavior.

According to one's culture, certain types of aggressive behavior may be acceptable.

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Recommended Student Booklet:
Dealing with Aggressive Behavior, Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113. Price $.85
Teacher Manual Price $2.55

Gateway Literature Series:
Coping, MacMillan Co.

For the advanced Jr. High Student or High School Student, the magazine Psychology Today offers a wealth of material on Human Behavior.

STUDENT ACTIVITIES

1. Some behavior can affect others in harmful ways. When one can't cope with feelings or can't cope with met needs, one may resort to the following actions:

annoy	insult	defy	fight
scream	curse	hit	be cruel
get even	antagonize	bully	

Role play some of the above actions...and analyze for cause and effect in the situations dramatized.

2. Analyze the following chart:

AGGRESSION

Mastery over others	Self-Assertion
(selfish reasons) (forcing others because of ego, fanatical beliefs, self-satisfying urges, etc.)	(in defense of one's rights, actions or beliefs considered essential to that individual)
Means used	Means used
a. physical force	a. physical restraint
b. name calling	b. disobey laws, rules because of principles (civil disobedience)
c. ostracism	c. persuasion
d. tone of voice and expression	d. calm refusal

Can you develop a definition for aggressive behavior?

3. In what way could the following actions be both negative and positive in result?

a. singing	c. talking	e. chewing
b. laughing	d. drumming	f. whispering

4. Read portions of the article: The Young Aggressors by Seymour and Norma Feshbach in April, 1973 issue of Psychology Today.
Question: What factors are discussed in the article that are considered determiners of aggressive behavior?

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

5. Values Conflict Clarification: Fighting

a. When you see or hear a fight going on, check what you usually do:

_____get away so you won't get hurt

_____protect someone smaller

_____stay quiet

_____shout

_____try to stop it

_____egg them on

_____join the fight

_____report it to authority

_____other (explain)

b. Does it matter what the sex, race or age of the fighters is?

c. What do you think gets settled (or solved) in a fight?

	Yes	No
Getting Even		
Revenge		
The issue is solved		
Decides who is more powerful		
Justice		

d. Do you think that an authority figure should help resolve a dispute and/or a fight? Yes_____No_____. Explain your answer.

29000

NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

5. (cont.)
   e. List some ways that people can solve their differences without a fight.

6. List some of the reasons why you personally were in a fight. Compare your list with those of others in the class. Are there similarities in the reasons for fighting? Analyze some of the reasons given for fighting.

7. Write some of the adjectives that describe your feelings during and after a fight.
   a. If you never fight, but witnessed a fight, describe your feelings.
   b. If you have never been involved in a fight, explain how you don't resort to this solution to your conflict situations or aggressive feelings.
   c. Did you ever act as a peacemaker? Describe the situation. Discuss the following topics:
      (1) Does anyone ever win a fight?
      (2) Does "might" make "right?"

8. Assume the role of a behavioral scientist for a week. Observe and record situations involving physical violence (in the class, halls, cafeteria, playground, etc.)

   Use the following chart:

Date/ Place	Students Involved	Sex, Age, number involved	First Actions	Escalators Words/Action	How fight ended

   a. Analyze the chain of events from first incident to last action.
   b. List some of the inflammatory words used (escalators) and their importance.
   c. Were the fights over possessions, objects or feelings?
   d. Analyze environment/conditions/procedure that might be causing frustrations that could lead to fighting/violence.
   e. Were some of the same students involved in the fights more than once?
   f. Which of the fights could have been avoided? How?

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NOTES TO TEACHER/RESOURCES

Duplicate the bus situation for student's consideration and recommendations.

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STUDENT ACTIVITIES

8. (cont.)
   g. Were there similarities in the causes of the fights?
   h. Could all the facts be known without talking to the students involved in the fight?
   i. Did adults enter the conflict situation? What role did they play? How did they handle the situation?
   j. Did you agree with the way the problem was handled? If not, how would you have handled the situation?

   Based on your findings, make recommendations that can help change potentially explosive situations. Give these recommendations to your teacher, principal or student council.

9. Read and analyze the following situation:

   It is 8:30 a.m. and the big yellow school bus pulls into the school parking area. Out comes a mass of students, yelling, shoving and pushing their way into school. Any students waiting around the area are rudely shoved aside and given verbal abuse by some of the more aggressive bus students. The confusion and noise is carried into the school building and innocent bystanders in the hallways are physically and verbally abused. This behavior forms a "chain" reaction which lasts for hours.

   The bus driver, reporting to the principal, says: "Some students were screaming and fighting on the bus and I was forced to pull over several times. I had to threaten the aggressive students with punishments if they didn't quiet down." The bus driver identifies some of the "leaders."

   What would you do as the principal, using the <u>Surface Approach</u>?

   What would you do as the principal, using the <u>Causal Approach</u>?

   What could some of the students' unmet needs be?

   <u>Physical</u> <u>Psychological</u>

NOTES TO TEACHER/RESOURCES

Lord of the Flies, William Golding (Putnam paperback) McCann, 1962. (description of the behavior of a group of school boys on an island when social restraints are no longer effective.)

The Hatfields and the McCoys, Virgil Jones, University of N. Carolina Press

Free Wheelin' Frank: Secretary of the Angels, Fran Reynolds (Grove Press, Inc.) A member of the gang discusses the actions of Hell's Angels.

The Shook up Generation, Harrison Salisbury, Harper Row (first hand report on teen-age gangs)

The Violent Gang, Lewis Yablonsky, MacMillan & Co., 1962. (classified gangs and circumstances under which violence grows)

For advanced reader:

a. Social Organizations (pages 36-43) "Leadership in a Delinquent Gang"
b. Delinquents and Criminals - Their Social World.
c. Crowd and Mass Behavior, ed. Helen MacGill Hughes

from: Sociological Resources for the Social Studies, Allyn and Bacon, Inc.

The Delinquent Boys: The Culture of the Gang, Albert Cohen, Free Press

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STUDENT ACTIVITIES

9. (cont.)

What kind of behavior might you be responsible for if you woke up late, didn't eat breakfast, rode for 45 minutes in an overcrowded bus and arrived at school hot and sweating?

Knowing the facts, what recommendations could you make to better the situation?

The next time you ride a bus, observe some of the physical conditions. Observe some of the activities of people, who may be crowded and perhaps uncomfortable.

10. Further analysis of mass behavior:

a. Do people in crowds/mobs do things they would not do by themselves?
b. Does the behavior of a crowd/mob follow a pattern or is it unpredictable?
c. How does a group of students suddenly get out of control?
d. How do you stop a mob of people who are "polarized" in their thinking?
e. What is meant by the "gang mentality?"
f. How does a feud begin? What keeps it going?

11. Name and discuss some of the large crowds that have gathered in the U.S. for specific purposes. Examples:

Woodstock
Civil Rights March on Washington
Billy Graham Crusades
Maharaj Ji Rally
Conventions

NOTES TO TEACHER/RESOURCES	STUDENT ACTIVITIES

Recommended:

The Youth Gang. Xerox - AEP, Columbus, Ohio. $.40

The Police. Xerox - $.40

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12. Analysis of Student Demonstration (in Groups or Gangs)

Situation: First Day. Two students start fighting in the cafeteria. Members of their respective groups (their friends) rushed to their support. Before the teachers on cafeteria duty can stop the fighting, a number of students on both sides, have received bloody noses and lumps on their heads.

Reaction by authorities: Lecture members of one of the groups and suspend the "troublemakers" in the other group.

Second Day. Members of the suspended group do not report to school but enter the school in groups of eight or ten and march through the school stamping and chanting and threatening other students.

Reaction by authorities: Security men are brought in.

Questions for analysis: (using the causal approach)

a. What was the basis for the original fight between the two students? How can you find out? What did the authorities do to find out the facts?
b. If the facts confirm that one of the fighting students started the violence, what should be his "punishment?"
c. Why do you think the groups got involved in a two-way fight?
d. Was it "right" for the groups to attack each other over the two-way fight?
e. Do you think it was fair to suspend the students?
f. Does loyalty to friends mean getting involved in violence to prove "friendship?"

13. Rap about the effects of Mob Behavior.

14. Try to substantiate your opinions with factual information from the newspapers, or movies, or literature, or history.

15. Have a volunteer give report on the Ox-Bow Incident or show and discuss the film, Due Process of Law Denied, D.C. Film

16. A Scenario

An assembly program has been announced. To the sound of the band, teachers lead their students to the assembly. Students are laughing, talking and generally in good spirits (loudly).

After the students are seated, it takes the master of ceremonies (principal) almost five minutes to get some sort of order so that speakers can be heard.

Throughout the whole program, some students talk, chew gum, blow bubbles, tease each other, stamp their feet and clap in rhythm.

If you were the principal discuss how you would handle the above situation?

You might want to consider the following:

a. type of program
b. time of day
c. physical setting
d. seating arrangements
e. school expectations

17. Student Questionnaire:

a. If there is or has been "trouble" in your school, describe the types of "trouble"_____
b. What are some of the reasons for the "trouble" at school?_____
c. Select some specific "trouble" situations and describe how the problems were resolved._____

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NOTES TO TEACHER/RESOURCES

STUDENT ACTIVITIES

17. (cont.)

d. Were the solutions based on physical punishments for wrong doings?_____

e. Do you believe in physically punishing a student for wrong doing?_____

f. If so, describe the types of wrong doings that should be punished by physical means._____

g. If the answer is no, then give your ideas as to what type of punishment should be given for the following offenses (misbehavior):

(1) fighting_____
(2) stealing_____
(3) mugging_____
(4) extortion_____
(5) truancy from school_____
(6) truancy from class_____
(7) lateness to school or class_____
(8) verbal abuse to teacher_____
(9) physical assault on teacher_____
(10) gum chewing_____
(11) wearing hats to class_____
(12) destruction of public property_____

h. Describe a personal experience in which you broke the rules of the school and were punished._____

i. Did the punishment fit the "crime?"_____
Explain_____

j. Are school rules "with it?"_____
Explain_____

k. What school rules need to be changed or eliminated?____

l. In general, what changes do you see necessary for your school and other schools in your community?_____

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18. a. Teachers have pinpointed certain types of student misbehavior that are very annoying in a classroom setting.

Role play the teacher and handle each situation in a non-violent, creative manner.

(1) writing on the desks
(2) coming to class unprepared with pencil or paper
(3) parroting the teacher
(4) putting your fellow student down
(5) talking while the teacher is explaining something
(6) using profanity in class
(7) staying in bathroom too long
(8) reading comics in class instead of doing work
(9) whispering to your neighbor
(10) combing your hair or someone else's

b. What should the role of a teacher be? Defend your reasons for the list of tasks you think teachers should perform.

19. Discussion:

a. Why would a teacher consider the use of a foreign language by small groups of students in an English speaking classroom as misbehavior?

b. Where/when would it be appropriate to use a foreign language to socialize?

c. How do you feel about the use of a foreign language to socialize in an English speaking classroom?

20. Complete the following:

a. The most annoying habit(s) or behavior a teacher of mine ever had was_____

b. The things that other students have done that annoy me are_____

NOTES TO TEACHER/RESOURCES

Articles on Corporal Punishment:

Learning. Feb. 1973 "Corporal Punishment in U.S. Schools."

Teacher. Jan. 1973 "New Year's Resolution - No More Corporal Punishment."

Parents and Better Family Living. Feb. 1973 "The Truth About Corporal Punishment in Schools."

Scholastic Teacher, Oct. 1972, Jr./Sr. article "A Teacher's Guide to Students' Rights."

Sunburst Communications, Pound Ridge, N.Y. 10576. filmstrip/record "The Hangman's Knot."

The Punishment Fits the Crime, Warren Schloat. Filmstrip/record $23.00. Pleasantville, N.Y. 10570

Drugs, Values and Personal Problems. Filmstrip/record. Warren Schloat

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STUDENT ACTIVITIES

21. a. List and discuss the methods used to punish students who fight in school and on the playground.

b. Analyze the fairness and possible effects of the punishment used. Does the method of punishment change behavior, in your opinion?

c. In how many instances was the punishment an act of violence? Explain. What other punishments were used?

d. How do you feel when you are physically punished at school? At home?

e. Question: Is corporal punishment (paddling) used in your school?
If so, for what misbehavior or anti-social acts? (Committee might interview the principal to get facts.)

22. Conduct a school poll to determine how student body feels about corporal punishment.
If poll results show that the student body is against the use of corporal punishment, for a committee to:

a. Give a list of alternative ways that could be used to help the student change anti-social behavior.

b. Discuss the possibility of forming a student/faculty/administration/parent Communications group which could help students with their grievances, make suggestions of alternative methods that could help students find more positive outlets for their frustrations, anger and aggressive feelings.

23. View filmstrip: The Punishment Fits the Crime or The Hangman's Knot. Discuss the message in filmstrip and the following:
Does the punishment fit the crime in school? In the outer society? (Try to substantiate your opinions with facts.)

NOTES TO TEACHER/RESOURCES

From: Social Studies School Services
Punishment: For and Against. Paperback $2.45
(collection of viewpoints on topic)

STUDENT ACTIVITIES

24. React to the following situations:

a. You have just broken a school rule by fighting in the hall. No one is hurt. If you have the opportunity to pick your punishment, which of the following would you choose? Put them in priority order.
(1) Paddling by the principal
(2) Detention after school
(3) Parent conference (where parents punish)
(4) Cleaning up the cafeteria tables after your lunch shift for one week
(5) Tutoring younger students in math or reading for one hour a day for one week.
(6) Writing a thousand times: I will not fight again.
(7) Others (explain)

b. You have just shot a paper clip with an elastic band. Your classmate cries that he has been hit in the face and demands that you be punished.
Which of the above punishments would you choose for this situation?

25. a. Divide into groups. Each group takes a rule that has been broken (class or school rules) and recommends the type of consequences that should be expected for the deed or act.

b. Make a chart:

Deeds	Consequences

How does the list of the students' consequences compare with the authority's list of punishments?

Suggested Deeds:
(1) book stealing from library
(2) damage to musical instrument
(3) using profane language at teacher
(4) lunch stealing
(5) extortion
(6) coming to class without paper or pencil

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NOTES TO TEACHER/RESOURCES

Use sections of Haim Ginnott's books to help clarify this author's philosophy on changing behavior.

Filmstrip explaining Transactional Analysis:
Understanding Your Relationship With Others
Universal Education and Visual Arts, 221 Park Ave. S., New York, N.Y. 10003

Books:
(1) I'm O.K., You're O.K. (Transactional Analysis), Thomas Harris
(2) TA for Kids (Transactional Analysis), Alvyn Freed, 391 Munroe St., Sacramento, Calif. 95825. $4.00.

STUDENT ACTIVITIES

25. (cont.)

(7) not doing assignments
(8) truance from class
(9) throwing object at teacher
(10) coming to class "hopped up"
(11) singing while teacher is talking
(12) wearing hat to class

c. After you have listed the Consequences for the Deeds, analyze further:
(1) reasons for such behavior (causal approach)
(2) without using punishment, how can a person help those misbehaving change their actions?

26. Investigate the pros and cons of Behavior Modification.

Sources: Phi Delta Kappan, May, 1973
Instructor, Feb. 1970, p.18 "Sugar-Pop War"
Oct. 1971, p.47

a. Discussion questions: Would you like your teacher to use Behavior Modification in your classroom? Why or why not?

b. What kinds of rewards should be given and for what reasons?

c. If this system were used do you think the behavior of some students in your classroom would change? Explain.

d. Set up an experiment using behavior modification. Decide on what you want to do, how you are going to go about it, and what "rewards" will be suitable.

e. Invite a speaker to talk about Behavior Modification. (Dade County Public Schools has trained people in this field.)

27. Investigate Reality Therapy, Dr. William Glasser.

a. Compare Reality Therapy with Behavior Modification. How are they similar? How are they different?

NOTES TO TEACHER/RESOURCES

Refer to pages 163-208, Chapter 7 in Aggression Man and Animals

00023

Explore the concept of conditioning as a habit that other people can form for a person without their knowledge or or consent, which may have a positive or a negative value.

STUDENT ACTIVITIES

27. (cont.)

b. Invite a speaker to talk about Reality Therapy.

28. Read portions of the book: I'm O.K., You're O.K., Dr. Thomas Harris.
Discuss the impact of transactional analysis on Behavior.

29. According to J. P. Scott, a behavioral scientist, "...resorting to fighting can be habit forming, but practicing not fighting can also be habit-forming."
Discussion:
a. What is a habit?
b. How do you form a habit?
c. How can you go about breaking a habit?
d. If fighting is a habit, where and how did you learn to accept fighting as a means of solving a conflict situation?
e. What is conditioning? How does it differ from a habit?

30. Form groups to:
a. List the ways and means that are used in our society to condition (program) people to accept violence as a solution to conflict.
b. Analyze the following media as to the influence they play in conditioning people to accept violence:
T.V. movies sports
comics magazines

Each group is to prepare a chart to help analyze their data. Suggestions for T.V. chart:

Name of Program	Length of Program	Number of Acts of Violence	Weapons used	Injury inflicted by and upon	Reasons given for Violence

c. All committees (groups) share findings at the end of a week. Include in the findings the answers to the following questions:

NOTES TO TEACHER/RESOURCES

Many children like to watch a T.V. program called Kung Fu. The philosophy behind the series, according to the producers, is a commitment to a peaceful life in harmony with nature.

Background for Teacher:
Violence and the Mass Media, Otto Larsen (Harper) 1969
Violence: America in the Sixties, Arthur Schlesinger, Jr. New American Library, 1968 (refer to chapter four on Televiolence)

Encourage children to read a book dealing with the topic "reverence for life."

Source: slide/record/cassette
An Inquiry into the Nature of Man: His Inhumanity and Humanity. (middle school edition) $59.50.
from: Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y. 10603

$2.000

STUDENT ACTIVITIES

30. c. (cont.)

(1) What were personal reactions to sights of violence?
(2) Did verbal abuse take place as much as physical abuse?
(3) Did the program teach "new" ways to commit violence?
(4) Were the programs selected by student or parents?
(5) How much was behavior influenced by the above media?

Suggestion: A chart could be developed to analyze the number of times kindness, compassion and empathy are shown on T.V. programs.

31. Watch the T.V. program Kung Fu (with parents' permission).

a. Analyze for the following:
(1) Are the stories realistic (if watched more than once)?
(2) Under what circumstances does the hero use the art of Kung Fu?
(3) Does the show teach you anything about peace and the use of non-violence?
(4) Does the program teach you about reverence for life? (Give an example)

b. Discuss the following philosophical sayings from the program:
(1) "The best fighters do not make displays of angers. The wisest antagonist is he who wins without engaging in battle..."
(2) "...a peaceful man will struggle always to preserve life...A strong man will struggle to kill or be killed. Of these, which is the truly brave man?"
(3) "To know peace, one must respect others. But to respect others, one must respect first...oneself."

c. General discussion:
(1) How early in life did you begin to watch T.V. (or read comics, or see movies).
(2) After years of exposure to the above media, do you think you might have been "conditioned" or "programmed' to accept violence?

NOTES TO TEACHER/RESOURCES

Copy of Senator Gurney's report attached.

STUDENT ACTIVITIES

31. c. (cont.)

(3) If you have a younger brother or sister, have you noticed if any of their behavior has been modeled after a T.V. character? Explain.
(4) Do you still imitate a character you admire? For example, have you tried using the art of Kung Fu? Why or why not?

d. Based on all the data collected and discussion in class, make a judgment as to which media might have influenced you the most in your ideas about violence and the use of non-violence. Is violence so commonplace in our lives that we hardly notice it?

32. a. "More than 1,100 students and teachers became the victims of assaults and robberies in County Public Schools during 1972. Since 1968 the annual toll has grown sevenfold." Miami Herald, Sunday, May 13, 1973.

Because of this disruptive behavior on the part of some students, the Dade County Grand Jury made some recommendations: (Five "get tough" recommendations to school officials) Among them are:
(1) Every school be assigned a full time security officer
(2) An overhaul of the security department's incident reporting system
(3) Special classes for disruptive students

b. Because of the disruptive behavior, U.S. Senator Edward Gurney issued a newsletter, June, 1973 giving his opinion about causes, effects and what must be done about school violence. Some of his recommendations were:
(1)"beefed up" security forces
(2) metal detectors for weapons
(3) alarm systems in classrooms and halls to alert security guards
(4) identification cards for all students
(5) community programs
(6) new legislation to help deter crime in the school

SENATOR GURNEY REPORTS FROM WASHINGTON

EDWARD J. GURNEY
United States Senate, Washington, D.C. 20510

June, 1973

Dear Friends:

As the school year ends, giving us time to plan for next fall, let me discuss with you a problem of great concern -- crime and violence in our schools. While nothing is more important than the safety of our children, it has become quite evident that more needs to be done to provide adequate protection for them in the elementary or secondary school classroom.

BACKGROUND

Throughout American history, our schools have been a pillar of respect, a place where our children could acquire knowledge and learn about the ideals and traditions of America. School crime was limited to throwing spitballs, spilling inkwells, or possibly smoking in the school basement. But what a difference 20 years can make. Now, today's culprits think nothing of breaking windows, wrecking equipment, or even setting fire to the school building. As a matter of fact, a recent study has estimated that the cost of school arson, vandalism, burglary and theft comes to at least half a billion dollars a year. And that doesn't take into account the human element -- the pain and suffering endured by those who have become victims of the rising tide of school violence.

VIOLENCE IN THE SCHOOLS

In 1970, the Senate Subcommittee on Juvenile delinquency did a study on the increase of violence in our school systems. What they discovered was truly amazing -- and frightening. From 1964 to 1968, aggravated assaults increased 43%, assaults on students rose 167%, assaults on teachers jumped from 25 to 1,800 and homocides on school grounds increased a tragic 73%. And, since 1968, things have gotten worse.

In New York, for instance, the number of assaults on students and teachers rose from 423 in 1971 to 1,052 last year.

In Los Angeles, for the first four months of this school year, the number of assaults on students and teachers nearly doubled over the rate of the previous year. And, in the first six months of 1972-1973, 69 gun incidents on school grounds were reported.

And, in one major Florida county school system, there were almost 200 assaults on teachers plus 739 assaults on students last year alone.

But statistics do not tell of the personal and human tragedy.

Not too long ago, in Fort Lauderdale, a junior high school teacher was shot and killed right in her school building.

In Los Angeles, recent violence resulted in the killing of three students.

And, in Winston Salem, North Carolina, two 9 year old boys, after suffering three beatings, were forced, over an eight month period, to pay almost $1,000 to escape further beatings. It was only after the father of one boy discovered $100 missing from his wallet, that this incredible extortion racket was discovered and the months of torment for the victims brought to an end.

THE FINANCIAL COST

While there is no price tag that can be put on the human suffering in school violence, figures that are staggering have been compiled for damages done to school buildings and for the costs of trying to prevent such damages.

In just six Florida counties, total losses from larceny, vandalism, arson and burglary came to almost $3.3 million last year, and that doesn't count bomb threats which cost an average of $2,000 a piece.

In New York City, vandalism cost about $3.7 million in 1971 and now the city has to pay about $8 million for the services of approximately 1,200 school security guards.

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In Los Angeles, school officials reported losses of $2.37 million for the 1971-1972 school year. This year, the city has 235 fulltime security agents employed and a school security budget of over $3 million. Since 1966, Los Angeles has spent over $10 million on school crime control that could have been spent on education.

And, finally, in Dallas, Texas, spending on school security is expected to increase from $1 million this year to $1.5 million next year.

The problem has become so critical that it has become virtually impossible for school systems to get insurance on school buildings. The cost of school crime, of course, comes right out of the taxpayer's pocket.

WHAT CAUSES SCHOOL CRIME

So far, most of the problems have come in the inner city, rather than the suburban or rural schools. No single factor can be blamed for the shocking increase of school crime. Rather, there are a number of causes.

First, drugs have been a major stimulant. Drug addicts needing money for a fix, or drug pushers wanting to make a quick buck, have found schools and students to be particularly vulnerable to stealing and extortion.

Second, forced busing has contributed greatly to the problem. By ordering children to be bused out of their own neighborhoods, the courts have broken down the parental interest, and can no longer "police" the situation the way they could when students went to a school in the neighborhood. Now, children going into strange neighborhoods often become easy targets for the hoodlum element and parents are out of touch. Furthermore, forced busing has brought on heightened racial tension which has frequently been the cause of school violence.

Thirdly, there has been a resurgence of gangs in and around the schools and a shocking increase in the number and variety of weapons being brought by students and others onto school grounds. The presence of these weapons, in so many young hands, has led to further crime and violence -- often with tragic consequences.

And last, but certainly not least, a breakdown in respect of authority in general and for schools and teachers in particular has been a major source of difficulty. If we are to provide quality education in our public schools, we must restore to those schools an atmosphere of respect where teachers can teach and students can learn without disruption and without fear of physical harm.

WHAT CAN BE DONE

A number of proposals have been made to bring about a reduction of this growing wave of school crime and violence. Some of these have already been implemented while others are still under consideration. Among them are:

--beefed up security forces in the schools in the daytime and increased utilization of the schools at night.

--metal detectors through which all those entering the schools would have to pass. This would reduce the number of weapons on school grounds.

--alarm systems, both in classrooms and the halls, that could alert security guards to unauthorized entry or impending violence.

--identification cards for all students. This would help school officials keep non-students, who cause so much school crime, off school grounds.

--community programs aimed at bringing parents together, reducing racial tension, and restoring parental interest in, and support for, the schools.

--new legislation to help deter crime in the schools.

The problem with all these approaches is that they cost money and, in many instances, the money is not available. Many school districts are having a tough enough time making ends meet as it is.

NOTES TO TEACHER/RESOURCES

Source:
Saturday Review-Education, March, 1973, pages 61-62
(School Guard)

Controlling Violence in the Schools: What is the Answer?

Complete Listings

a. More curriculum materials on Behavior and nature of Violence

b. More use of Community resources for "learning"

c. More Human Relations groups

d. More say in School rules and curriculum

e. Others

a. Stricter enforcement of rules

b. Harsher punishments

c. More suspensions

d. Paddling

e. More security guards

f. Prompt enforcement

g. Others

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STUDENT ACTIVITIES

32. (cont.)

c. Divide the class into groups:
   (1) Do you agree or disagree with the recommendations of the Dade Grand Jury or Senator Edward Gurney? Why or why not?
   (2) Prepare a list of alternative recommendations to deal with the problem of violence in the schools.

NOTES TO TEACHER/RESOURCES	STUDENT ACTIVITIES
Read excerpts or give the general gist of the following article to the students. Statements also available from: Parents for Responsibility in the Toy Industry 799 Broadway, N.Y.C. 10003 Study also a booklet action kit on toys of violence from Women's International League for Peace and Freedom, 1213 Race St., Philadelphia, Pa. 19107, Let's Train Them for Peace. $.50	33. Discuss the Miami Herald article Toy Guns: A Preface to Violence? a. Discuss your own experiences with toys that represent violence, such as toy soldiers, toy hand grenades, tanks and guns. (past and present) b. Form a committee to visit a local department or toy store and list the different toys and games of violence that are for sale. Share the list with the class. Discuss the findings of the committee with your parents. c. Debate: Resolved: If you play with toys of violence as a child, you will more readily accept the use of violence to resolve conflict situations as an adult. 34. Research the hypothesis: Easy access to guns has resulted in a higher incidence of crimes of violence in the United States. In order to prove or disprove the hypothesis you must collect data, observe, and form generalizations. a. Incidence (1) Write to Justice Department and F.B.I. for statistics on crimes of violence. (2) Cut out articles from newspapers and magazines. (3) Watch the news programs. (4) Specify the crimes of violence committed by guns. b. Accessibility of Guns (1) What are the requirements of obtaining a gun? (2) Where are guns obtained from? (mail order houses, comics, stores) (3) Why are guns so easily accessible in our society? c. Invite resource speakers from the American Civil Liberties Union, and the National Rifle Association (pro - the right to have guns and con - the right of the public to be protected from the easy accessibility of guns)

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NOTES TO TEACHER/RESOURCES

Read or duplicate the following two articles for student use:

Youths Learn Sport of Killing
Ann Landers column, June 14, 1973

Should Kids Get Guns
Ann Landers column

(both attached)

For teacher background:

The History of Violence in America: A Report to the National Committee on the Causes and Prevention of Violence, Hugh Graham and Ted Gurr (Bantam 1970)

Violence, Jeffrey Schrank (Silver Burdett, 1970)

Violence, ed. Carolyn Sugg and Robert Sherman (Paulist Press 1970)

Read the following article so students may have the opportunity to analyze the causes and effects of crimes of violence with the use of guns.
Miami Herald, July 18, 1973.

STUDENT ACTIVITIES

35. a. Read and discuss Ann Landers column entitled:
Youths Learn Sport of Killing
Should Kids Get Guns

b. Follow-up discussion questions:
(1) Do you own a gun or B-B gun?
(2) What purpose does the ownership of a gun serve in our culture?
(3) Does ownership of a gun help tempt one to "try" it or use it?
(4) Do you think parents should buy their children B-B guns or rifles? Why or why not?

Collect articles dealing with murders and accidents as the result of the use of a gun. How many such cases happened in one week in your town? In the nation?

36. a. Role play: A robbery situation in a store where the robber (1) uses a gun
(2) uses another type of weapon
(Reverse roles of characters)

b. Questions for analysis of the robbery committed under two different circumstances:
(1) When the gun was used, how did the victim respond?
(2) When the other weapon was used how did the victim respond?
(3) In each case if the victim tried to defend himself, what would be his chances of survival?
(4) Do you think the robber uses a gun because he doesn't want to risk the possibility that the victim will physically defend himself?
(5) Why is the gun used so frequently in a robbery?

37. a. Read the article: "A Gentle Man" is Dead, Victim of Robbery Attempt.

B. Discuss:
(1) Why do you think people attempt armed robbery?
(2) What do you think the effects of this crime will be on his family?
(3) If the crime was against your "Dad" how would you feel? How would it affect the family?

NOTES TO TEACHER/RESOURCES

For student: 5th grade reading level.
Synopsis II Gun Control: Stopping Violence vs. The Freedom to Own Guns.
Issue No. 3
Social Studies School Services, 10,000 Culver Blvd, Culver City, Ca. 90230. Set of 30 - $9.50

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STUDENT ACTIVITIES

38. Discuss Amendment No. 2 to the Constitution which reads as follows: "A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed."

Questions:

a. Do you interpret this amendment to mean that every citizen has the right to own a gun?
b. If you want to exclude "certain people" how would you do it? Who would you exclude?
c. What is your understanding of a militia?
d. Are all Florida citizens members of a militia?
e. If all citizens are not members of a militia, then how and for whom does the amendment apply?

39. a. Write to the following to obtain information about gun control laws, their personal feelings about guns (their availability) and the role of lobbyists who affect the gun situation:

(1) Senators and Representatives (State and National)
(2) National Rifle Association
(3) Common Cause (Citizens lobby)
(4) Religious organizations
(5) League of Women Voters
(6) National Parent, Teachers and Students Association
(7) American Friends Service Committee
(8) American Civil Liberties Union (Miami, Florida Chapter)

b. Share and discuss the information received. Write letters to the above, giving your feelings about guns and gun control laws.

c. Invite speakers from any of the above organizations.

NOTES TO TEACHER/RESOURCES

Recommended: Public Affairs Booklet: Violence in America No. 450, for student use (see listing of other recommended materials)

Violence in America, Issues Today, January 22, 1971, AEP publications

Violence in America, Scope, November 8, 1969, Scholastic Publication

Protest - Where do We Go? World Week, September 28, 1970, Scholastic Publication

Riots, Gerald Leinwand. Washington Square Press, 630 5th Ave., N.Y.C. $.75

Warren Schloat Series: (six film/rec.) recommended:

a. Non-Violent Dissent
b. Violent Dissent
c. The Establishment Responds

Recommended: Interdisciplinary series of slides and records using Famous Art works An Inquiry Into the Nature of Man: His Inhumanity and Humanity, The Center for Humanities, 2 Holland Ave., White Plains, N.Y. 10603. about $100.00

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Dissent and Protest
Democracy and Dissent
Xerox Publications, Education Center, Columbus, Ohio 43216 (booklets are $.40 each)

STUDENT ACTIVITIES

40. React to the following quote:

"Violence is as American as Cherry Pie."
by Rap Brown

41. Conduct library research: How violent a people are we?

a. Examine the history of the country.
Look at current events.

b. Prepare a report on one aspect of Violence in America:
(1) in schools
(2) on the streets
(3) in homes
(4) in politics

Substantiate your report with newsclippings, statistics.

c. Discuss the findings of the Crime Commission.
What were their recommendations...if any?

42. What could the phrase "Institutionalized Violence" mean?
Where can you see this in our society? In other countries?

Class discussion: How does the fear of violence affect all of us?
What can be done to reduce the incidence of violence in this country?

43. Gather statistics on the cost of education in Dade County vs. the cost of running prisons and courts in Dade County.

a. What does it cost per year to educate one student?
Cost per year to maintain one prisoner?

b. What can be done to change the statistics?

c. What do the statistics tell us about our value system?

NOTES TO TEACHER RESOURCES

From: Educational Research Council of America,
Rockefeller Bldg., Cleveland, Ohio 44113
Vandalism - slides $1.50
tape 5.95

Film rental:
a. Vandalism - Why?
b. Vandalism - What and Why?

from: Florida State University
Tallahassee, Fla. about $8.00

Golden Boy as Anthony Cool: A Photoessay on Naming and Graffiti, Herbert Kohl. Dial Books, 1972, paperback $2.45. (teacher found that Graffiti told him much about his students)

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STUDENT ACTIVITIES

44. Define the word: Vandalism
Discuss types of vandalism:

a. Mischief and play (very young children who don't know or understand that "things" break).
b. Accident and adventure (cause destruction of property without really wanting to...for example: boy hitting a sign and the sign falls and is destroyed)
c. Reckless...for the "fun" of it.
d. Deliberate (planned in advance to get back at someone or something).
e. Souvenir hunters (taking or destroying property).

45. In the following situations:
a. label type of vandalism
b. analyze reasons people commit vandalism
c. discuss the effects of vandalism
d. suggest consequences for the vandals

(1) In Washington, D.C. supposedly cultured guests at the Kennedy Center for the Performing Arts wrenched marble faucet handles from rest room sinks and plucked crystals from chandeliers.
(2) In Portland, Conn. three boys released the brakes on four box cars and watched as they rumbled onto a bridge, derailed and plunged into the river below. Cost: $100,000 damage.
(3) A little girl pulls at a table cloth and an expensive vase falls and breaks.
(4) Two second grade students break into the library at school on a weekend and throw all the books off the shelves, spill ink on the floor and overturn tables.
(5) Ten year old child in a supermarket plays around with stacked cans. All the cans tumble down.
(6) Six youths cross a busy highway and throw rocks at a car containing a driver and his elderly mother.
(7) Halls, doors and furniture are marked with Graffiti that cannot be washed off.

46. Give examples of vandalism you or your friend (or others you know) were involved in. What were the causes and effects of the acts of vandalism?

NOTES TO TEACHER/RESOURCES

Vandalism: Protest That Hurts Us All. Miami Herald, Sunday, July 15, 1973, Page 5 H. (article in teacher packet)

This article says that experimental findings contradict beliefs that vandals are "Malicious, poorly trained kids, minority group people or sick, disturbed individuals... Vandalism is guerrilla warfare with a cause..."

"...The vandal may feel unable to make his mark on society by creating...but he knows he can force someone to recognize his existence by destroying something..."

Refer to Quin:
The Law and You for relevant sections and ideas

Game:
Moot (simulation of legal procedures derived from juvenile cases) Interact, P. O. Box 262, Lakeside, Calif. 92040. $10.00

Teen-Agers and the Law, John Paul Hanna, Ginn and Co.

Crimes and Justice (Justice in America Series) Houghton/Mifflin

Contact Unit, Scholastic:
Law: You, the Police and Justice (reading level: 5 - 6th) (literature anthologies)

Crime, Violence and American Youth, Bill of Rights newsletter (set of 35) $5.00, Social Studies School Services

You and the Law, 2 film./rec. Guidance Associates

STUDENT ACTIVITIES

47. Clinical Psychologists who have interviewed many youngsters who had engaged in vandalism cite the following reasons for their committing the act of vandalism:

"They were bored and sick of being powerless people, forced to serve time in ugly schools where they were affronted by teachers who won't get really involved with them..."

"...Vandals feel anonymous and dissatisfied with specific things..."

a. Discuss in small groups: If vandals feel anonymous and dissatisfied whether it is at home, in school or at play, then what are some of the ways people (students) can gain recognition and satisfaction without destruction of property? Have recorder share viewpoints of group with entire class.
b. Invite Law Enforcement officers, Lawyers, Juvenile Judges, Child Psychologists and Social Workers to speak to class about the causes and effects of vandalism, and the laws which govern the crime in your community.

48. Role Play the following situations: Where You are the Victim of vandalism

a. Your bedroom was broken into and your prize stamp collection has ink all over it.
b. Your prize record collection was smashed deliberately.
c. Someone spilled red ink all over your dog.
d. Someone wrote curse words with paint all over your bedroom.
e. Someone carved their names and other words on your desk deliberately.
f. Someone deliberately left the faucet running in the bathroom Water seeped into your room and all your comic books got ruined.
g. You tell your friend not to play around with your model rocket because it is "delicate." He keeps fooling around and breaks it.
h. It's Halloween night and someone just threw raw eggs all over the porch. You have to clean it up.

Describe how it feels to be the victim of above acts of vandalism.

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NOTES TO TEACHER RESOURCES

Reproduce the poem: The Enemy by Thich Nhat Hanh (translated by Doug Hostetter) and an example of concrete poetry:

STUDENT ACTIVITIES

49. Read and Interpret the Poem: The Enemy
(You may also want to illustrate it.)

The enemy is not a person
If you kill people with whom will you live?

The enemy's name is cruelty
The enemy's name is lack of conscience
It's name is hatred, its name is bitterness
It is the name of a group of phantoms

The enemy is not in the stranger
It lies inside of each of us.

The enemy's name is false accusation
The enemy's name is ignorance
Its name is ambition, its name is envy
Its name is jealous hatred.

The enemy's name is covetous eyes
The enemy's name is arrogant head
Its name is a lonely heart,
Its name is a narrow mind.

Its name is the dream of conquest
The enemy is not a person
If you kill people with whom
will you live?
The enemy is not in the stranger
It lies inside of each of us.

Discussion: If as the poem says, there is an "enemy" within us (human weaknesses), what can we do to make ourselves more humanistic and empathetic to others?

50. Illustrate the above and other poems dealing with behavior, emotions and violence and non-violence using "concrete poetry" as the art form. (see sample your teacher gives you.)

NON-VIOLENCE

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NOTES TO TEACHER RESOURCES

From: Youth Change and Violence, Kenneth Keniston in The American Scholar, Spring, 1968.

"The non-violence of post-modern youths should not be confused with Pacifism. These are not necessarily young men and women who believe in turning the other cheek or who are systematically opposed to fighting (non-violently) for what they believe in."
They are opposed to warfare, destruction and exploitation and to violence...whether on an interpersonal or an international scale.

Recommended for student:
Trust a City Kid, Ann Huston and Jane Lothrop, 1966. (young boy learns non-violence is better than belligerent action)

For student:
The True Story of Ghandi - Man of Peace, Reginald Reynolds
We Shall Live in Peace - The Teachings of Martin Luther King, Jr., Delores Harrison
Ghandi - Fighter Without a Sword, Jeannetee Eaton
Ghandi - Warrior of Non Violence, P. D. Tandon
The Story of Jane Addams, Clara Judson
Pacifists: Adventures in Courage, Mary Foy

Speakers are available from American Friends Service Committee, 3005 Bird Ave., Miami, Fla., Telephone: 443-9836
Warren Hoskins, secretary
Scott Herrick, field secretary

also from Miami Dade Junior College, Educational and Psychology Dept., Dr. Parke Loren

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STUDENT ACTIVITIES

1. "Rap" session or class discussion:
If you are really concerned about the violence on T.V., in the comics, in the movies, in the schools, and in the community which of the following means (in priority order) should be used to change directions from a violent to a non-violent society?

   a. More policemen, security officers in the schools and the community
   b. Everyone "arms" themselves with some sort of weapon
   c. Harsher punishments for offenders
   d. A behavioral scientist in every school
   e. Starting in kindergarten, more courses on understanding self and others
   f. Making schools more attractive physically
   g. More programs that help children develop creative potential (art, music, drama, creative writing)
   h. More after school planned recreational facilities and programs
   i. More projects to help other people (more involvement)
   j. No poverty and discrimination
   k. Less violence in movies and T.V.
   l. Outlaw guns

   Reach a class consensus regarding which means are the most important in helping to lessen violence. (Pick three top priorities)

2. Investigate the philosophy of Non-Violence by reading about M. Ghandi, David Thoreau, Martin Luther King and others who have brought about change non-violently.

3. Invite a speaker from The American Friends Service Committee to "rap" about non-violence as a way of life.

   With the speaker's help, role-play several situations using the techniques of non-violent protest...and using non-violent techniques to conflict situations.

4. Invite speakers from the Dade County Schools Human Relation Team and the Community Human Relations Board, to demonstrate the processes they use to solve conflict situations in schools and in the community.

NOTES TO TEACHER/RESOURCES

"Non-violence As a Way of Life", Robert Traer, in Fellowship, Winter, 1973.

"Violence is the violation of integrity. Whenever we violate the integrity of another person, their beliefs, their culture, or the land we must share with them, we commit an act of violence. To be violent is to act in violation of the order of creation."

"Non-violence is the negation of violence. Non-violence does not mean the end of all suffering or even of all conflict. It stands for a commitment to work against the violation of one person by another by not committing violence. It stands for a commitment to work for the creation of more authentic relationships between persons, at home or at work as neighbors and as citizens. It represents the belief that love and respect if diligently practiced, create more of the same among persons who differ as well as agree. It allows us to speak of love in action and to conceive of the pragmatic application of forgiveness."

Other groups and educational institutions working on conflict resolution are:

Quaker Project of Community Conflict, N.Y. Religious Society of Friends, 13 E. 17th St., N.Y.C. 10003 (project in educating children in non-violent conflict resolution)

Diablo Valley Education Project, 50 Vashell Way, Suite 300, Orinda, Calif. 94563

How Can Our Lives be Made More Humane? Filmstrip/record $14.50. Teaching Resources Films Ed. Service N.Y. Times, Station Plaza, Bedford Hills, N.Y. 10507

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STUDENT ACTIVITIES

5. View and discuss the filmstrip:

   How Can Our Lives be Made More Humane?

6. Read one of the following books:

   a. Courage in Both Hands, Allan Hunter (true stories in which non-violence was used in "impossible" situations) $.50

   b. Exploring Non-Violent Alternatives, Gene Sharp (describes 85 concrete instances) $2.25

   c. Non-Violence in America, Staughton Lynd. Documentary history with selections from outstanding American advocates on non-violence. $3.45

   d. Direct Action, April Carter. $.35

   e. Instead of Violence, Arthur and Lila Weinberg

   (all books available from War Resisters League, 339 Lafayette St., New York City 10012

   Question: How effective was the use of non-violence in achieving the desired goal?

7. Write to one of the following organizations who profess non-violence:

   American Friends Service Committee
   (local) 3005 Bird Ave., Coconut Grove
   (national) 160 N. 15th St., Philadelphia, Pa.
   Fellowship of Reconciliation, Box 271, Nyack, N.Y. 10960
   War Resisters League, 339 Lafayette St., New York City 10012
   Women's International League for Peace and Freedom, 1213 Race St., Philadelphia, Pa.

   Question: How effective do you think these organizationa are?

NOTES TO TEACHER RESOURCES

Student resources:

Making Changes: Problem - The Ghetto Must Go, Sterling Tucker. Public Affairs Pamphlet #423. $.25

Direct Action, April Carter. War Resisters' League (tells about civil disobedience and other methods of non-violent actions)

Training for Non-Violent Action for High School Students: A Handbook, Bidge McKay. Friends Peace Committee, 160 N. 15th St., Philadelphia, Pa. 19102. $1.00 (see attached)

Non-Violence and the Harlem Riots, Bayard Rustin. American Friends Service Committee 160 N. 15th St., Philadelphia, Pa. 19102.

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STUDENT ACTIVITIES

8. a. Read and discuss the philosophy of non-violence as applied to the Harlem riots. Non-Violence and the Harlem Riots, Bayard Rustin.

   b. Why was Mr. Rustin more dedicated to non-violence after this episode? If you were Mr. Rustin what would you have done?

9. a. From what you know about non-violent action, indicate the methods that could be used in your school to help bring about non-violent changes.

   b. Which of the methods have already been tried? Were they successful?

NOTES TO TEACHER RESOURCES

Stress the fact that the techniques of mediation, compromise, third-party judgment, ombundsman, arbitration, etc. are used daily in our society in the areas of domestic and civil affairs. (for example: marriage counselors, labor unions, courts, teachers)

06090

Civil Disobedience. 2 filmstrips/record. Guidance Associates, Pleasantville, N.Y.

STUDENT ACTIVITIES

10. a. Look up and record the definitions of the following words:

mediation	compromise	third-party judgment
reconciliation	ombundsman	arbitration

b. Create artificial conflict situations in the classroom and have them resolved using the above techniques.

c. Which techniques were more successful in the resolution of the created conflicts?

11. Research some of the lives and contributions in promoting peace and bringing about changes in the society in non-violent ways of any of the following:

Ralph Nader	Pope Paul VI	Emma Lazarus
Jane Addams	Jacob Riis	Ralph Bunche
Dag Hammarskjold	Rosa Parks	Henry Thoreau
Albert Schweitzer	Henry Kissinger	William Penn
Wendell Wilkie	John Peter Zenger	Dorothea Dix
Eleanor Roosevelt	Rachel Carson	A. J. Muste
Sojourner Truth	Susan B. Anthony	Upton Sinclair
Mark Twain	Norman Thomas	Cesar Chavez

Discussion: How effective were the people you researched in bringing about changes non-violently?

12. Thoreau once said: "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." Explain what this means.

13. After viewing the filmstrip Civil Disobedience discuss the reasons why some people behave outside the law non-violently to protest what they believe to be injustices. How does the behavior (in regard to consequences) of those practicing civil disobedience differ from the behavior (also in regard to consequences) of others who break the law?

NOTES TO TEACHER/RESOURCES

Stress the concepts:

a. Every child is important and has dignity.
b. Every child has the right to basic human needs and the right to have the opportunity to develop his/her full potential.
c. There are people and organizations that are working to help guarantee these rights to children and all human beings.

Student Books:

Peace is an Adventure: The Men and Women of the U. N. in Action Around the World. Meredith
The Peace Corps, Henry Lent, Westminster Press 1966.
Serving the Peace Corps. Doubleday $1.45 (true stories)

You may wish to reproduce the Declaration of the Rights of a Child and give each student a copy.

American Friends Service Committee, 160 N. 15th St., Philadelphia, Pa. 19102

Ship Hope, Washington, D.C. 20007
Project Concern, 3802 Houston St., San Diego, Calif. 92110
Action/Vista/Peace Corp., Washington, D.C. 20525

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STUDENT ACTIVITIES

14. Listen to the record, Desiderata (Child of the Universe) Discuss selected passages:

"You are a child of the Universe...you have a right to be here..."
"Be on good terms with all persons..."
"It is still a beautiful world..."

15. a. What are human rights?
b. List these rights on the board. Illustrate some of these rights.
c. Do children have different rights from adults? Why or why not?

16. a. Read the Declaration of the Rights of a Child.
b. Compare your list of human rights to those described in the declaration. How many did you omit?
c. Can you think of any human rights that were left out of the Declaration of the Rights of a Child?
d. A class committee can follow-up by writing to the United Nations to determine the status of the Declaration as to which countries have been successful in fulfilling many of the goals set forth in the Declaration.

17. Research other organizations and people in your community and nation that are working non-violently for change for the betterment of people. For example:

Ship Hope	Vista (Action)
Care	American Friends Service Committee
P.T.A.	Unicef
Project Concern	Red Cross
United Nations	

18. Discuss the statement: With every right comes a responsibility

Give specific examples in the home, school and community.

NOTES TO TEACHER RESOURCES

Songs of Protest - Can You Change a Mind Through the Heart? Senior Scholastic, May 9, 1974.

Songs of Peace, Freedom and Protest, Tom Glazer, Fawcett Press, Paperback, $1.25

World Week, May 10, 1971 (Scholastic Magazine)
Anybody Seen a Youth Revolution:

I Protest, Dissent and Decision - the Democratic Way, Gordon Stanton and Noel Leigh-Taylor, from Youth Ed. Systems, Inc., Stamford, Conn. $1.50

Profile of a Protest. Allstar Printing Co., Lansing, Mich. $2.95

28000

STUDENT ACTIVITIES

19. Listen to some music of "Protest."

What are some of the "Themes" in the music?
How effective are songs of protest?

20. Compile a bibliography of poetry of "protest."

What are some of the themes in the poetry?
How effective is this means in getting across protest?

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MAKING CHANGES

NON-VIOLENTLY

NOTES TO TEACHER/RESOURCES

About half the time young people are awake, they are in school. You may want to ascertain their feelings about school by giving them an opinion questionnaire.

Refer to Scholastic Scope, March 12, 1973.

It contains a short play "Open End" about classroom confrontation between teacher and student. pp. 16-17.

Perhaps students can write their own short realistic plays and put them on for the class.

Refer to: Human Relations Worksheet No. 1, Appendix A for survey in Human Relations Quin 6425.04

00094

STUDENT ACTIVITIES

1. Give your opinions about school:

   a. How are the "vibes" (vibrations) in your school?
   b. Are you pleased with your classes? Why or why not?
   c. What subject matter area "turns you on?"
   d. What is the best time of the school day for you?
   e. Do the students have any influence over the planning of the school day? (division into periods, length of lunch)
   f. Do you have any say in school rules and punishment?
   g. Do you have any say in what is read and discussed in the classroom?
   h. Has the class any say in the amount of homework given?
   i. Is there truly a representative student government? Does it do anything?
   j. Is there a workable grievance procedure available for the students?
   k. Do you feel confident in going to a guidance counselor for advice?
   l. Do you have a favorite teacher you can confide in?
   m. Do you understand the role of the teacher, his/her requirements and responsibility to the school as an institution?
   n. Have you ever put yourself in the shoes of teachers and felt empathy and understanding for their position?
   o. Would you consider your school a humanistic type of institution? Why or why not?
   p. What needs to be done to your school to make it the kind of place you would like to spend half your waking hours in?
   q. Is there a student court in your school? What types of problems could/should such a court deal with?

NOTES TO TEACHER/RESOURCES

Student Resources:

Liberty Under Law (Case studies of the basic principles of the Bill of Rights) AEP Publications, Education Center, Columbus, Ohio 43216. $.40

Taking A Stand (moral - values issues discussed) AEP Publications. $.40

Education and Opportunity, Gordon M. Seely, Prentice Hall, 2970, Chapters 3 and 7 - "How Might Education Be Improved."

Youth as a Minority. An Anatomy of Students' Rights, Larry Cuban, ed. (A model "Bill of Rights" written by students, P. 134)

Guide to Student Rights. American Civil Liberties Union

Scholastic Teacher, October 1972. "Teacher's Guide to Student Rights."

You can obtain copies of a Bill of Student Rights and Responsibilities from the Dade County Student Union, c/o American Friends Service Comm., 3005 Bird Ave., Miami, Fla. 33133

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STUDENT ACTIVITIES

2. If, after completion of the unit, the consensus of the class is that there are some changes that need to be made in school, some questions and guidelines must be taken into consideration:

   Questions: Do you need more facts and figures?
   Have several alternative solutions been discussed?

   Guidelines to be followed:
   a. Specific reasons must be given for needed changes.
   b. Factual evidence should be given showing why the changes are needed.
   c. Processes must be developed and used to bring about changes non-violently.
   d. Involve teachers, principals, parents and interested community resource people in your project for change and seek their advice and positive help.
   e. If changes are brought about, evaluate the effectiveness of the changes. (Seek help in evaluation from a representative committee of authority figures, parents and others.)

3. After all the facts are in, if the feeling is that students need to be heard, have several groups develop a Bill of Rights for students. The Bill of Rights should include freedom of speech, freedom of assembly, the right of petition and other constitutional rights. After the class has developed their Bill of Rights, it could be given to the school student government for evaluation and/or modification, then presentation to the administration.

4. How does the Bill of Rights your class developed compare to the Bill of Student Rights and Responsibilities developed by THE Dade County Student Union?

Conflict and Dissent in the High School, Kenneth Fish, Bruce Publishing Co. 1970, P. 49

offers the following guidelines for action:

a. Point out goals which are common to each party in the dispute.

b. Get each side to agree to basic standards and styles in the negotiation process - open communication, mutual respect, persuasion instead of coercion.

c. Reduce tension by finding areas of agreement and dispelling feelings of threat and defensiveness; reduce polarized thinking.

d. Help everyone seek solutions in which each side can realize some net gain.

e. Seek a variety of alternative solutions.

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5. Before changes can be made, those involved in trying to bring about change should consider the processes for social actions:

Do's and Don't for Social Action

a. Don't fail to study human relationships within your group, and between your group and the world outside.

b. Don't act before you know the facts.

c. Do get the facts you need for your program. Don't simply gather odd facts.

d. Do learn to use social scientists as consultants in improving your action programs.

e. Do learn how to use all of the tools of training in human relations.

f. Don't stereotype members of your group.

g. Do try to make every meeting a valuable experience in problem-solving for all the members; do see that every member is made a part of the process.

h. Do try to make your group's action program a laboratory in social action methods.

from: Group Dynamics and Social Action
Anti-Defamation League of B'nai B'rith

NOTES TO TEACHER/RESOURCES

Recommended:

Changing the System 1 color film/rec. $12.95 (alternatives to violent revolution and synical apathy), Social Studies School Services, 10,000 Culver Blvd., Culver City, Calif. 90230

Social Action (Dilemmas and Strategies) AEP unit books American Education Publ., Columbus, Ohio 43216

Students Rights and Responsibilities in South Carolina. South Carolina Community Relations Program, 401 Columbia Bldg., Columbia, S.C. 29201

Synopsis II. New Look at the Rights of Youth (30 booklets - $9.50), Social Studies School Services

26000

STUDENT ACTIVITIES

6. Investigate the processes (legal and illegal---civil disobedience) that helped bring about such changes as:
   a. women's right to vote
   b. integration of schools
   c. 18 year old vote
   d. bible reading in the schools restricted
   e. allowing long hair by boys in schools
   f. sit-ins to integrate public facilities
   g. boycott of buses and products
   h. fact-finding committees that make recommendations to those in authority

   Report findings to your class. Compare and contrast some of the processes used by the student committee with those used by individuals and groups who brought about changes described above.

7. Interview your parents and grandparents to determine changes made in schools since they were students in:
   a. rules of behavior
   b. punishment for misbehavior
   c. dress codes
   d. subject matter (curriculum)
   e. extra curricular activities
   f. art, music and drama
   g. respect for authority
   h. respect for property
   i. violence in schools
   j. appearance of schools

   Questions: How and why were changes made since the time of your parents and grandparents were in school? Were schools better "then" or "now?"

   Explain your answers.

NOTES TO TEACHER/RESOURCES

If possible, bring to class a copy of Norman Rockwell's painting: Do Unto Others as You would have Them do unto You.

STUDENT ACTIVITIES

8. Discuss the Golden Rule: Do unto others as you would have them do unto you.

Can you relate the golden rule to incidents in your daily life? Give some examples.

Do you try to live by the Golden Rule?

Could you write another rule to live by? How would it relate to incidents in your daily life?

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RECOMMENDED MATERIALS:

From Educational Research Council, Rockefeller Building, Cleveland, Ohio 44113
Developing A Program For Education In Human Behavior, Ralph Ojemann. $1.50 (teacher)

Understanding Human Behavior. Teacher edition: $3.25. Student edition $1.25 (10 copies)

Dealing With Aggressive Behavior. Student $.85 - Teacher $2.25 (15 copies)

Values and Decision Making. Student booklet $.60 (10 copies)

The Causal Approach to Human Behavior Through Literature. Grade 9. $.90

From Xerox Educational Publications. Education Center, Columbus, Ohio. (10 copies of each) $.40 each
The Police The Youth Gang Dissent and Protest

Teenager and the Law, John Paul Hanna. Ginn & Co. (5 copies)

Alienation, Ronald Urick. Prentice Hall, Inc. (5 copies)

Getting It Together, Phyliss Anne Harrison, M.D. A Psychology Book for Today's Problems. Globe Book. (10 copies) $2.10

It's Your Life, James J. Pancrazio. Benefic Press. (5 copies) $2.97

Insights. Themes and Writers Series. McGraw Hill Book Co. Grade 9

Crime, Violence and American Youth. Case Studies. $5.00 class set. Social Studies School Services, 10000 Culver Blvd., Culver City, Calif. 90230

Audio Visual:
An Inquiry Into the Nature of Man. His Inhumanity and Humanity. Kodak slide carousel of slides/record/cassette. $59.50. Middle School Edition. Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y. 10603

Patterns of Human Conflict. Filmstrip/record. Mini Course on human behavior. Schloat Productions, 150 White Plains Rd., Tarrytown, N.Y. 10591

Understanding Your Relationship With Others. (transactional analysis) Filmstrip/record. Universal Education and Visual Arts, 221 Park Ave. S., New York, N.Y. 100003

Dade County Quins:
Language Arts - Alienation vs. Involvement 5114.48
Home and Family Living - Teenage Living 6763.01
Teen Changes 7391.02
Social Studies - Dissent and Change in America 6470.08
Prejudice in America 6416.23
Human Relations - 6425.04
Human Relations Guide Curriculum Bulletin 9L

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DADE COUNTY FILMS:

I. BEHAVIOR AND MISBEHAVIOR/LEARNED AND UNLEARNED BEHAVIOR

		Dade County No.
a.	Of Skate and Elephants	1-10123
b.	Understanding Ourselves	1-03992
c.	Heredity and Environment	1-02226
d.	Understanding Others	1-10055
e.	The Right Things to Do	1-05960

II. BASIC HUMAN NEEDS

a.	The Social Side of Health	1-05876
b.	The Boy Who Was Afraid	1-03880
c.	The Toymaker	1-10147
d.	Brotherhood of Man	1-00317
e.	People Are Different and Alike	1-05771
f.	What Color Are You?	1-13030
g.	The Outsider	1-00270
h.	Dehumanizing City and Hymie Schultz	1-11735
i.	Understanding Stresses and Strains	1-05882
j.	The Stringbean	1-10878
k.	Boy Alone	1-14351
l.	Any Old Man	1-31968
m.	A Reason to Stay	1-31927

III. VALUES CONFLICT/CLARIFICATION

a.	Get High on Life	1-00832
b.	A Key of His Own	1-03617
c.	Telling the Truth	1-03979
d.	My Country Right or Wrong	1-10906
e.	Is It Always Right to Be Right?	1-04992
f.	Conformity	1-05978
g.	What Should I Do - The Game	1-05821
h.	The Daisy	1-05824
i.	What Should I Do - The Fight	1-05822
j.	Cooperation	1-04012
k.	A Place in the Sun	1-05840
l.	The Sword	1-01999
m.	Lonliness and Loving	1-11738
n.	Comput - Her Baby	1-05954

III. VALUES (cont.)

		Dade County No.
o.	Boundary Lines	1-00314
p.	The Red Balloon	1-40015
q.	Neighbors	1-40015
r.	The Problems	1-14352
s.	Reflections	1-13841
t.	The Crit c	1-02127

IV. CONFLICT/FUNCTIONAL AND DYSFUNCTIONAL BEHAVIOR

a.	The Bully	1-00149
b.	Spaces Between People	1-11187
c.	Personality and Emotions	1-10045
d.	Due Process of Law Denied	1-30073
e.	American Time Capsule	1-01742
f.	Violence: Just for Fun	1-11189

V. MAKING CHANGES NON-VIOLENTLY

a.	Ways to Settle Disputes	1-00299
b.	The Troublemakers	1-10102
c.	The Hangman	1-14253
d.	The Struggle for Women's Rights	1-14398
e.	Harlem Crusader	1-32475
f.	I Have a Dream: The Life of Martin Luther King	1-31704
g.	Mahatma Gandhi	1-12467
h.	Weapons of Gordon Parks	1-05829
i.	Guidance for the Seventies: Kids, Parents, Pressures	1-14234
j.	The Golden Rule	1-00283

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FILMS:

1. Anti Defamation League, Seybold Building, Miami, Fla. (Send for catalog for other listings)

   Man in the Middle. 22 min. black and white, rental $15.00. Used in professional police training this film presents guidelines for human relations conduct. Shows problems can be resolved without resorting to violence.

   Nineteen Trees. (The simple act of planting trees in one crowded city street starts a whole process of intergroup understanding and cooperation.) 13 min. color. rental $7.50

   One People. (Cartoon, color, 10 min. depicts the contributions of all groups to the culture.) Rental $10.00

   Rumor. (5 min. black and white. rental $7.50)

   Boy: An Experience in the Search for Identity. (12 min. black and white. rental $7.50.) Covers sensitivity to name calling and stereotype attitudes toward racial minorities.)

   N is for Name Calling. (tape 14 min. $3.50)

   Rumor Clinic (filmstrip, 4 frames black and white $1.00) Audience participation

   Confrontation: A Human Relations Training Unit Simulation Game for Teachers, and Administrators in a Multi Ethnic Elementary and High School. Available from Human Relations Resource People, Dade County Board of Public Instruction.

   Eye of the Storm. (25 minutes color, rental $20.00) Effects of prejudice.

2. Roa's Films, 1696 N. Astor St., Milwaukee, Wis. 53202. (Send for annotated catalogue. Issues and Values.)

   Nonviolent Protest. 15 min. color. rental $20.00

   The Question. 10 min. color. rental $20.00

   The Reason Why. 15 min. color. $17.50 (Is man a violent animal?)

   Sit Down, Shut Up or Get Out. 58 min. color. rental $35.00

   Same but Different. 5 min. rental $10.00 (Who is really the winner and the loser?)

3. Learning Corporation of America, 711 Fifth Ave., New York, N.Y. 10022 (Send for catalog. Excellent listings)

   The Fine Art of Aggression. 15 min. rental $25.00. (personal ambition carried to extremes, its effects on self and others)

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FILMS:

3. (cont.)

I Who Am, Who Am I? 15 min. $25.00 rental. (Self image. Do we see ourselves honestly?)

Loneliness and Loving. 15 min. $25.00 rental. (Individual's search for meaningful human relationships and love)

Love to Kill. 15 min. $25.00 rental. (Attitudes toward hunting and killing for pleasure)

Trouble with the Law. 15 min. $25.00 rental. (laws of society: justice and the individual)

Whether to Tell the Truth. (conscience and conflicting loyalties)

Time of the Barbarians. rental $15.00. (surreal collage animation to show us greed, prejudice and war)

4. CCM Films, Inc., 866 3rd Ave., New York, N.Y. 10022

Toys on a Field of Blue. 20 min. B/W Rental $12.50

An American Girl/The Problems of Prejudice. 28 min. B/W Rental $10.00

The Death of Simon Jackson. 27 min. color. Rental $16.75. (fight for black dignity without violence)

The Pusher. 17 min. B/W Rental $10.00 (A pusher who is elbowed out)

A Crutch for all Seasons. 22 min. color. Rental $7.50 (dependency of today's youth on drugs and alcohol)

How Come When it's Thunderin - You Don't See the Moon? Rental $15.00 (concern for slum children thru art project)

Nobody Waved Goodbye. rental $60.00 B/W. (problems of modern youth in conflict)

The Generation Gap: Its Causes and Effects. Rental $25.00 B/W

Inscape. Rental $19.50 (dialogue between two teenagers)

5. BFA Educational Media, 2211 Michigan Ave., Santa Monica, Cal. 90404

School Problems: Getting Along with Others. Rental $6.50

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FILMS: (cont.)

6. Mass Media, 2116 N. Charles St., Baltimore, Md. 21218

Awareness. Rental $25.00

Escape. Rental $10.00

7. International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604

The Behavior Game. 8 min. color (humorous film about displaced anger) Rental $12.50

False Friends. 9 min. (effects of drugs on family life)

I Just Don't Dig Him. 11½ min. color (problem of communication between father and son) Rental $10.00

Who Cops Out? 11 min. color (choices made by five different teenagers) Rental $10.00

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BIBLIOGRAPHY FOR TEACHERS:

Perceiving, Behaving, Becoming. 1962 Yearbook, A.S.C.D. affiliated with NEA, 1201 16th St., N.W., Washington, D.C.

Shaftel, Fannie and George. Role Playing for Social Values: Decision Making in the Social Studies. Prentice-Hall, 1967.

Teaching in a Society in Crisis. (Curriculum materials for teaching controversial issues and for examining both individual beliefs and prejudices and social institutions) American Friends Service Committee, 319 E. 25th St., Baltimore, Maryland 21218 $.50

Ralph Ojemann. A Teaching Program in Human Behavior and Mental Health. Dept. of Publications at the State University of Iowa, Iowa City, 1960.

Sax, Joseph. Civil Disobedience. Reprint available from American Friends Service Committee. $.05

West, Jessamyn. Violence. Reprint available from AFSC $.05

Bailey, Elsa. Protest. Reprint available from AFSC $.50

Bristol, James. Nonviolence as a Positive Concept. Available from AFSC $.20

Hunter, Allan. Courage in Both Hands. $.50 (true stories in which nonviolence was used in "impossible" situations). War Resisters League, 339 Lafayette St., New York, N.Y. 10012

Carter, April. Direct Action. $.35 (history and practice of nonviolent action) War Resisters League

Sharp, Gene. Exploring Nonviolent Alternatives. (Describes 85 concrete instances) War Resisters League. $2.25

Sharp, Gene. Thoreau: On the Duty of Civil Disobedience. $.25 War Resisters League

Weinberg, Arthur and Lila. Instead of Violence. $2.75. War Resisters League

Lynd, Staughton. Nonviolence in America. (Documentary history with selections from outstanding American advocates of nonviolence) $3.45 War Resisters League

Noar, Gertrude. Sensitizing Teachers to Ethnic Groups. $.35. Anti-Defamation League, 315 Lexington Ave., NYC 10016

Books for Friendship. (Annotated list of 500 books to help children understand different peoples) Anti-Defamation League

Peace Education in the Pre-School: A Mental Health Approach. (research related to conflict resolution from pre-school to high school) $1.00. Center for Teaching about Peace and War, Wayne State University, University Center, Detroit, Mich. 48202

BIBLIOGRAPHY FOR TEACHERS: (cont.)

Clark, Ramsey. Crime in America: Observations on its Nature, Causes, Prevention and Control. Psychology Today Book Club.

Madow, Leo. Anger. (An exploration of anger, outlining the harm it can do both physically and emotionally, and ways of recognizing and controlling it) Psychology Today Book Club.

Storr, Anthony. Human Aggression. Atheneum Press, 1968.

Gussow, Joan D. Disadvantaged Children - Health, Nutrition and School Failure. Harcourt Brace, 1970. (Scientific assessment of the effects of poverty on the intellectual potential of children)

Cohen, Harold and James Filipczak. A New Learning Environment. Jossey - Bass, Inc. 1971.

Saul, Leon. The Hostile Mind.

Long, Nicholas, ed. Conflict in the Classroom. Library of Contemporary Education, Riverside, N.J. 08075.

Sterling, Philip, ed. The Real Teachers. Library of Contemporary Education

Goodman, Mary Ellen. Race Awareness in Young Children. Anti-Defamation League, 866 3rd Ave., NYC. 10022

Montagu, Ashley. Man and Aggression. Oxford University Press, 1968.

Endleman, S. Violence in the Street. Quadrangle Books, 1968.

Frank, Jerome. Sanity and Survival. Random House, 1967.

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Hymes, James. Teacher Listen - Children Speak. National Association for Mental Health, 10 Columbus Circle, NYC

Marmor, Judd. "War, Violence and Human Nature." Bulletin of the Atomic Scientists, March, 1964. (Concluding article against war toys on moral, psychological and sociological grounds.

Ginott, Haim. Teacher and Child. Library of Contemporary Education.

Charnofsky, Stanley. Educating the Powerless. Library of Contemporary Education. (Puerto Ricans, Mexican-Americans, Indians)

Tolly, Howard. Children and War. Library of Contemporary Education.

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BIBLIOGRAPHY FOR TEACHERS: (cont.)

Krumboltz, John and Helen. Changing Children's Behavior. Library of Contemporary Education.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. Library of Contemporary Education

Hass, Hans. The Human Animal. Library of Contemporary Education.

Lorenz, Konrad. On Aggression.

Holt, John. How Children Fail.

Postman, Neil and Charles Weingartner. Teaching as a Subversive Activity.

Howard, Jane. Please Touch.

Sloan, Irving. Our Violent Past: An American Chronicle.

Menninger, Karl. The Crime of Punishment.

Gerzon, Mark. The Whole World is Watching.

May, Rollo. a. Love and Will
b. Power and Innocence

Sennett, Richard. The Uses of Disorder: Personal Identity and City Life.

Skinner, B. F. Science and Human Behavior.

Slater, Philip. The Pursuit of Loneliness

Bronfenbrenner, Urie. Two Worlds of Childhood - U.S. and U.S.S.R.

Berne, Eric. What do You Say After You Say Hello? Psychology Today Book Club.

Psychology Today. July, 1973. "Rage - The Case for Bottling Up Fury. How Aggression Ignites."

Sheviakov, George. Anger in Children. (Causes, characteristics and considerations) N.E.A., 1201 16th St., N.W. Washington, D.C. 20036

Simon, Sidney, et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart, 1972.

Hawley, Robert. Human Values in the Classroom: Teaching for Personal and Social Growth. Ed. Research, 1973.

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Hass, Hans. The Human Animal: The Mystery of Man's Behavior. Psychology Today Book Club

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ED 059 112 Guide to the Concept: Conflict, Robert Freeman, Nov. 1971. MF $.65, HC $3.29

ED 052 078 On Conflict: A Curriculum Unit, Olin Kirkland, Dec. 1969. MF $.65, HC $3.29

ED 059 930 Roles People Play, Kit for Elementary and Secondary Schools. Ralph Goldman, June 1971. MF $.65, HC $3.29

ED 053 001 Violence: Interpersonal, Intergroup, and International. Robert North. Oct. 1969. MF $.65, HC $3.29

Cuban, Larry. Youth as a Minority. An Anatomy of Student Rights. National Council for the Social Studies.

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Peters, William. A Class Divided. Ballantine 1971. $1.25

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Franchere. Cesar Chavez

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Iger. John Borwn, His Soul Goes Marching on.

Bonham. Durango Street. (Teenage gangs in urban Calif.)

Cleaver. The Mimosa Tree. (Sharecropper family abandoned in the slums of Chicago)

Coles. Dead End School. (Running away from problems only brings more for ghetto boy.)

Hunter. The Soul Brothers and Sister Lou. (Lonely teenager learns to be proud of positive values of black life.)

Neville. Berries Goodman. (Prejudice in American family and how it affects their children)

Rinkoff. Member of the Gang. (Tired of being pushed around, Woodie joins a gang.)

Rodman. Lions in the Way. (Problems of school integration)

Sachs. Peter and Veronica. (Friendship viewed by hostile eyes of two families)

Walter. Lillie of Watts. (In a busy, crowded household Lillie wants to be admired and overcome her fears.)

Sterling. Tear Down the Walls: A History of the American Civil Rights Movement.

Vogel. The Other City. (Four teenage boys roam the ghetto of their city and photograph what they see.)

Weiner. Small Hands, Big Hands. (Interviews with migrant workers from age 11 to 67)

Cowley, Joy. The Duck in the Gun. Doubleday

Druon, Maurice. Tistou of the Green Thumbs. (fantasy)

Elgin, Kathleen. The Quakers. McKay, 1968.

Pintauro, Joseph. The Peace Box. Harper, 1970.

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BIBLIOGRAPHY FOR STUDENTS: (cont.)

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Tandon, P. D. Gandhi: Warrior of Non Violence.

Eaton, Jeannette. Gandhi, Fighter Without a Sword. Morrow, 1950.

Reynolds, Reginald. True Story of Gandhi, Man of Peace. Children's Press, 1964.

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Manton, Jo. Story of Albert Schweitzer. Abelard-Schuman, 1959.

Simon, Charlie. All Men are Brothers. Dutton, 1956.

Houston, James. White Archer: An Eskimo Legend. Harcourt, 1970 (Eskimo boy learns the futility of "an eye for an eye, a tooth for a tooth.")

Saul, Shura. The Right to be Different.

Hinton, S. E. The Outsiders. Dell

Brooks, Charlotte, Ed. The Outnumbered. Dell.

Gregory, Dick. No More Lies. Perennial Library

Tanner, Louise. Reggie and Nilma. Avon

Bonham, Frank. Viva Chicano. Dell.

Asimof, Eliot. Craig and Joan. Two Lives for Peace. Dell

Sillitoe, Alan. The Loneliness of the Long Distance Runner. Signet.

Butler, Beverly. Light a Single Candle. Arch.

Blinn, William. Brian's Song. Bantam

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Haggard, Elizabeth. Nobody Waved Goodbye. Bantam

Dell Paperback Point of Departure an Anthology of 19 stories of Youth and Discovery 50¢ (Some titles):

A & P, Updike

The Bike, Allen Sillitoe

Split Cherry Tree, Stuart

The White Circle, John B. Clayton

The Wishing Well, Philip Bonosky

Sucker, Carson McCullers

Snowfall in Childhood, Ben Hecht

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STUDENT BIBLIOGRAPHY - FOR LOWER READING LEVELS:

Corbett, Scott. The Baseball Bargain. Little, Brown & Co. 1970. Kerby is a good pitcher for his little league team, but he never gets a hit. The story tells how he overcomes his feeling of dejection and inferiority.

DuBois, William. Porko Vonpopbutton. Harper Row. 1969. A fat boy is sent to boarding school to try to overcome his obesity. Amusing situations arise and a solution to his problem is a surprise ending.

Neville, Emily. It's Like This, Cat. Harper Row. 1963. Story about 14 year old Dave Mitchell and his pet cat. The relationship between David and his dad changes as he grows up, and he grows to respect his father more.

Alcock, Gudrun. Run, Westy, Run. Lothrop. 1966. An 11 year old boy gets into trouble with truant officers and steals in order to run away.

Carlson, Natalie. The Empty Schoolhouse. Harper, 1965. A 10 year old girl stands alone in her decision to attend an integrated Catholic school.

Clymer, Eleanor. My Brother Stevie. Holt, 1967. Annie, a 12 year old resents the responsibility of caring for a troublesome younger brother.

Cone, Molly. A Promise is a Promise. Houghton, 1964. Ruthie, a little Jewish girl, faces problems in her contacts with other groups.

Friedman, Frieda. Ellen and the Gang. Morrow, 1963. Ellen, who lives in a housing project, becomes an unwitting accomplice in newsstand thefts.

Justus, May. New Boy in School. Hastings, 1963. A Negro boy in an all white class works out his fears and gradually makes new friends.

Little, Jean. Mine for Keeps. Little, 1962. Story about Sal, a victim of cerebral palsy provides insight into the frustrations of handicapped children.

Little, Jean. Spring Begins in March. Little, 1966. An 11 year old girl resents having her grandmother come to live with the family because it means that she must share her room with her sister afflicted with cerebral palsy.

Shotwell, Louisa. Roosevelt Brady. Story of a 9 year old Negro boy and his family who are migrants.

Witheridge, Elizabeth. Dead End Bluff. Atheneum, 1966. Story about a 13 year old boy who is blind.

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Robinson, Veronica. David in Silence. Lippincott, 1966. David, born deaf, makes the other children feel rebuffed when he does not speak to them.

Rydberg, Ernie. The Dark of the Cave. McKay, 1965. A boy copes with his handicap, blindness.

Palmer, Candida. A Ride on High. Lippincott, 1966. Two city boys cope with urban transportation when problems arise.

Woolley, Catherine. Chris in Trouble. Morrow, 1968. Chris is in charge of the house for weekend, but has nothing but trouble.

Clymer, Eleanor. The Big Pile of Dirt. Holt, Rinehart, 1968. When house is torn down in crowded neighborhood, boys beg city officials that the lot remain for playground.

Holland, John. The Way it is. Harcourt, Brace, 1969. Collection of photographs and captions by black and Puerto Rican boys which gives vivid picture of slum life.

Lenski, Lois. Highrise Secret. Lippincott, 1966. When neighbors try to clean up an area in a high rise housing project they are shot at by teenage snipers.

Mann, Peggy. When Carlos Closed the Street. Coward-McCann, 1969. What do you do when you have no place to play?

Peet, Bill. The Wump World. Houghton Mifflin, 1970. Picture story book about the heedless destruction of the environment.

Snyder, Ann. 50,000 Names for Jeff. Rinehart & Winston, 1969. A young boy gets enough people to sign a petition for a new apartment building.

Vogel, Ray. The Other City. White, 1969. Photos of boys living in a ghetto neighborhood in Brooklyn.

Adelman, Bob. On and Off the Street. Viking, 1970. A photo-documentary of an inter-racial friendship. When Danny gets frustrated playing stoop ball, he says he won't play with Danny because he is black. Vincent hits him.

Horvath, Betty. Be Nice to Josephine. Watts, 1970. Charley has to entertain his girl cousin for a day. What do you do?

Orgel, Doris. Next Door to Zanadu. Harper Row, 1969. Patricia is fat and has no close friends.

Norris, Gunilla. The Good Morrow. Atheneum, 1969. White girl on bus acts nasty to black girl on way to camp.

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Storry, Catherine. Lucy. Prentice Hall, 1968. Boys won't let girl play with them.

Haywood, Carolyn. Ever Ready Eddie. Morrow, 1968. What do you do when your two best friends run for class president and you want to still be their friend?

Miles, Miska. Hoagie's Rifle Gun. Little, Brown, 1970. A young boy sets out to kill Old Bob, but discovers that "You can't shoot a thing when you know it by name."

Holman, Felice. The Blackmail Machine. Macmillan, 1968. Five children use their tree house to bargain for community action.

Black, Algernon. The First Book of Ethics. Watts, 1965. Provides children with questions that give them a special opportunity to think about where they stand and what they intend to do as they grow older.

Forman, James. The Cow Neck Rebels. Farrar, 1969. Story of the battle of Long Island and its effect on one family.

Voss, Carroll. White Cap for Rechinda. Washburn, 1966. In the process of obtaining an education an American Indian girl learns to sift the different values in Indian and non-Indian society, in order to choose the ones that seem right to her.

Anglund, Joan. A Friend is Someone who Likes You. Harcourt Brace, 1958. Short little verses about friendship.

Hoff, Syd. Irving and Me. Evanston, 1967. Thirteen year olds confronted with problems of moving, bullies, girls and more.

Neville, Emily. Seventeenth Street Gang. Harper, 1966. Parent relationship, peer relationship (rejection and acceptance) gang leadership and children's need for love and understanding are brought out in this lovely story.

Sterling, Dorothy. Mary Jane. Scholastic Book Services. 12 year old Mary Jane faces many problems as she enters a formerly all white school in the South.

Stolz, Mary. The Bully of Barkham Street. Evanston, 1963. Martin, a bully, is teased by a smaller boy who calls him "Fatso" and then runs home for protection.

Black, Irma. Pudge: A Summertime Mixup. Holiday, 1953. Having moved to so many different places because of his father's business, Pudge knows how to meet people only by being aggressive.

DeJong, Meindert. Journey from Peppermint Street. Evanston, 1968. 9 year old's trip with his grandfather is fraught with fears, which increase when the boy learns that he is to be left alone with a great uncle who is deaf.

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Stolz, Mary. The Noon Day Friends. Harper, 1965. Franny and her best friend quarrel and stop speaking until they both realize that the need for friends is greater than their differences.

Van der Loeff, Anna. Avalanche. Morrow & Co., 1958. A story of "great understanding of the effect tension and tragedy have on human beings and their relationships to one another."

LaFarge, Phyllis. The Gumdrop Necklace. Knopf, 1967. Story of Jake who lives with an unpleasant aunt who resents him.

Agle, Nan. Maple Street. Seabury, 1970. Ellie Mae is forced to associate with black family when her mother is hospitalized.

Carlson, Natalie S. Ann Aurelia and Dorothy. Harper, 1968. Story of girl who lives with series of foster parents.

Justus, May. A New Home for Billy. Hastings House, 1966. Black family meets prejudice when house hunting.

Lattimore, Eleanor. Bird Song. Morrow, 1968. Girl lives with grandparents, when her mother remarries, she must leave them.

Shay, Arthur. What Happens When You Go to the Hospital. Reilly & Lee, 1969. Photographic account of the hospital stay of a child who is having a tonsillectomy.

Warburg, Sandol. Growing Time. Houghton Mifflin, 1969. Story of a boy who loses his dog.

Lattimore, Eleanor. The Bus Trip. Sister is in charge of 4 year old brother on bus trip from Florida to Pennsylvania.

Bontemps, Arna. Hold Fast to Dreams. Follet Publishing, 1969.

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